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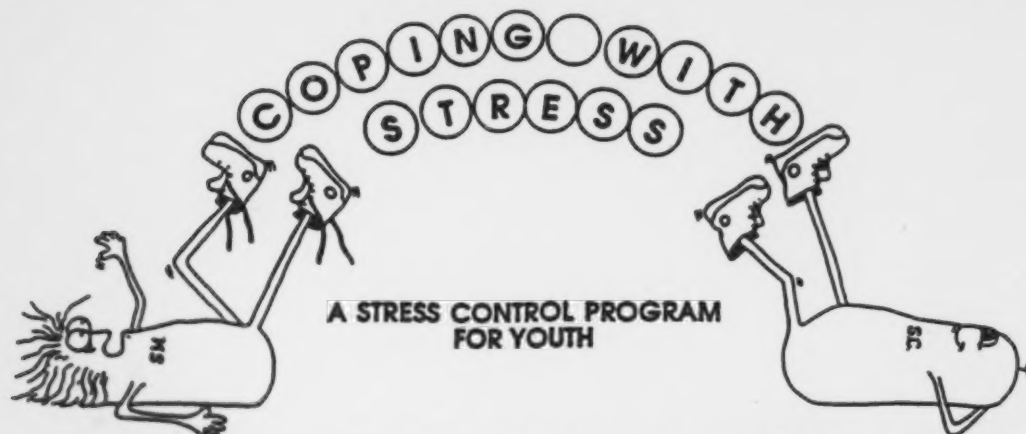
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ABSTRACT

Stress is an inevitable part of living, but too much stress can have damaging consequences. Ways in which children can respond positively to stress are covered in this curriculum guide. It was developed to help teachers teach students, grades K-5, ways to cope with stress. Its curriculum objectives include helping students understand stress and some of its causes, identifying stress and learning how to manage it, and learning how taking care of one's health is related to stress management. Information on nutrition and coping skills such as relaxation, massage, deep breathing, visualization, and positive communication is included. Part 1 contains 20 lessons for kindergarten through grade 2. Each lesson takes about 20 minutes and suggests exercises and activities for the children, such as art projects and role playing. Part 2 also contains 20 lessons. These lessons, designed for grades 3-5, have the same titles as the lessons in part 1, but are geared toward older children. Each lesson lists an objective, provides a procedure for presenting the lesson, and encourages children's questions. Contains a list of 18 titles for further reading, 14 children's prevention programs, and other resources. (RJM)

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STRESS EDUCATION CURRICULUM

GRADES K - 5

ELEMENTARY SCHOOL LEVEL

By Jennie C. Trotter, M.Ed.

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Fourth Edition

DEDICATION

This booklet is dedicated to all the beautiful young people in the world who are sometimes faced with stressful situations. May this book give you the understanding, knowledge, and awareness of healthier lifestyles which will enable you to become the great person that you already are.

A special dedication to the late Mr. Harrison Johnson, Principal of Beavers Thomas Elementary School from 1978 to 1984. Mr. Johnson fully supported the implementation of this new project at this school.

Special Acknowledgements:

TO THE CREATOR

Ms. Charlene Boykins
Mr. Joe Chmielweski
Dr. James R. Cleveland
Mrs. Gloria S. Elder
Dr. Mary Harris
Mrs. Hattie Ruth Jones
Mr. & Mrs. Theodore Cook

Dr. Barbara King
Mrs. Janai Lowenstein, M.S.
Ms. L. Pamela Morris
Ms. Yolanda T. Parker
Ms. Elaine Cox-Thorpe
Mr. James Trotter

Graphics by Linda R. Bateman

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FOR MORE INFORMATION

Please write the author at the Wholistic Stress Control Institute, Inc., 2074 Sandtown Road, S.W., Atlanta, Georgia 30311 or P.O. Box 42481, Atlanta, Georgia 30311. Phone (404) 344-2021 or 755-2976. The author is available for workshops, seminars, lectures, consultation and training.

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My work with stress and children started back in 1981 when I was hired to be part of a special mental health team to address the psychological after-effects caused by the tragedy of the Atlanta Missing and Murdered Children/Youth Crisis. What I discovered was the lack of resources and materials available for children and youth on the topic of stress. Since that time, the majority of my career has been dedicated to providing information, educational resources, workshops, and training for children, youth and adults in the area of stress control.

In 1984, I wrote a proposal and received a federal grant to develop a prevention program that would reduce stress for students, parents, teachers, and administrators in the Fulton County School System. This program was called Project Stress Control and was located at Beavers Thomas Elementary School, College Park, Georgia. The project was sponsored by the National Council of Negro Women, Inc., Atlanta, Georgia. The grant was received from the Georgia Department of Community Affairs and the Governor's Advisory Council on Delinquency Prevention.

Project Stress Control was very successful in reducing suspension rates and office referrals for disruptive behavior, and in increasing academic performance and parent participation. This curriculum is an outgrowth of the project which taught wholistic techniques such as relaxation, deep breathing, massage, biofeedback, acupressure, affirmations, communication skills, nutrition, and yoga exercises for stress reduction.

It is my sincere goal to educate young people on the effects of stress on the human body and the various positive ways for coping with stress in their daily lives. I believe that this would enable our young people to be aware of productive and healthy lifestyles needed for combatting the increasing amount of stress in the world today. This Stress Education Curriculum is a tool for helping young people develop wholistic lifestyles.

Recognizing God's Beauty and Wisdom in All,

Jennie C. Trotter
Jennie C. Trotter, M.Ed.

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STRESS EDUCATION CURRICULUM

PART I: GRADES K-2

Stress Curriculum Grades K-2

Introduction

Stress is no respecter of age, sex or race. Stress is an inevitable part of living, but too much stress can have damaging consequences. Children respond to stress in various ways; one child may turn inward, while another may act out. When there is no positive alternative for coping with daily stress, children may seek negative behavior styles.

Goal

This stress curriculum is a preventive tool developed to help teachers teach students positive ways to reduce stress in their lives.

Objective

This Stress Curriculum has several objectives. The student will:

1. understand the term stress.
2. identify some causes of stress.
3. understand the two kinds of stress.
4. identify signs of stress and the term stress overload.
5. understand how your good thoughts can decrease stress.
6. learn fun ways to handle stress.
7. learn positive ways to release anger.
8. learn how to use positive statements and visual imagery.
9. learn how to relax and do deep breathing exercises.
10. learn yoga, massage and pressure point techniques to reduce stress.
11. learn how proper nutrition can reduce stress in our bodies.
12. learn how to communicate assertively.
13. learn about the concept of biofeedback, pressure points, and massage.
14. learn how to solve problems.
15. learn how one's self concept can decrease stress.

Lessons

This manual is divided into 20 lessons. The teacher can use all or choose specific lessons for classroom presentations.

Time Period

Most lessons should only take 30 minutes, unless otherwise indicated.

Resources Needed

Resources needed are listed at the beginning of each lesson. Some resources listed refer to reference books that will enhance the lesson presentation. Workbook and activity exercises are located at the back of each lesson. A bibliography is located at the end of the curriculum.

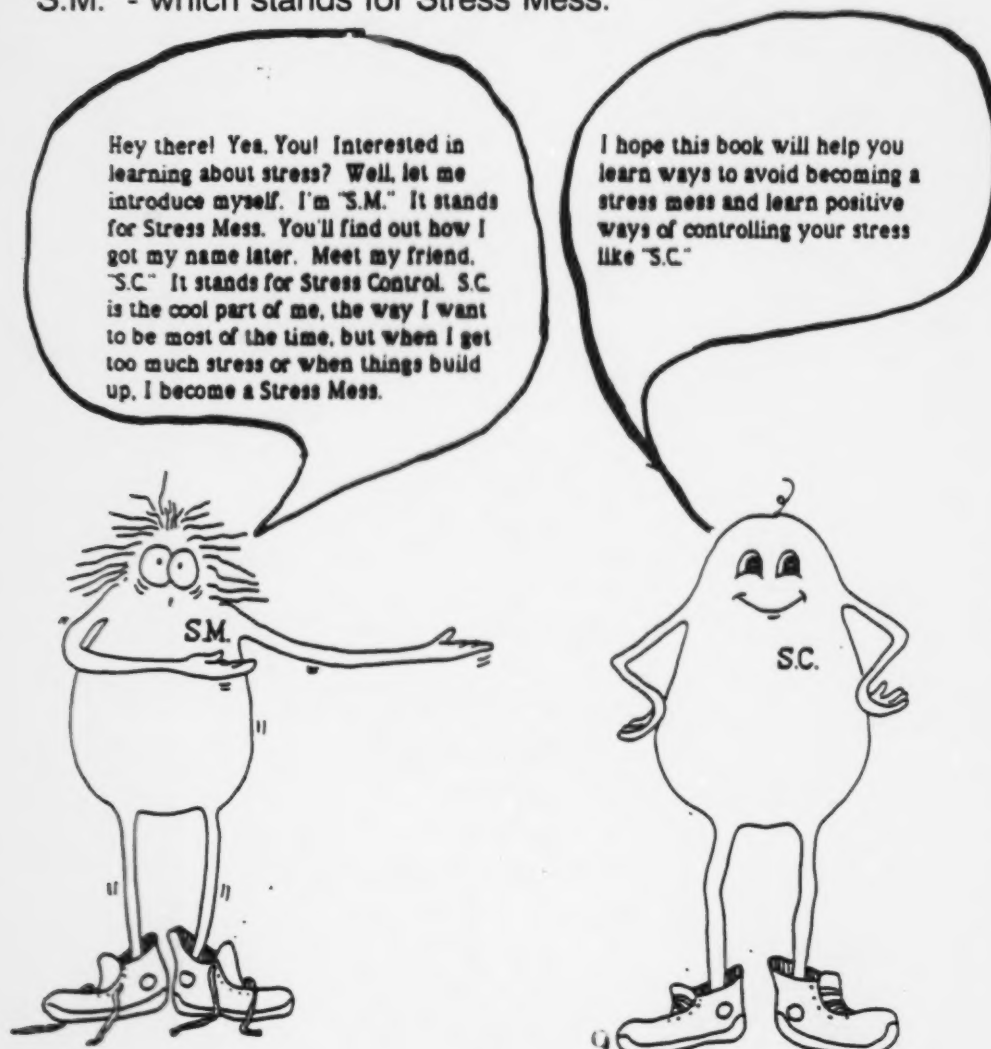
Teachers should read Plain Talk About Stress to get a good overview of stress management, located in the resource section in the back of the book.

Picture Characters

Throughout the curriculum, there are two characters which help demonstrate various lessons content. They are:

"S.C." - which stands for Stress Control, and

"S.M." - which stands for Stress Mess.



Lesson #1

Stress and Feelings

Objective: The student will understand how feelings cause stress.

Resource Materials Needed: Chalk and board, four paper bags, and children's books on feelings (optional).

Resource Books:

Feeling Mad, Feeling Sad, Feeling Bad, Feeling Sad

by Ann McGovern

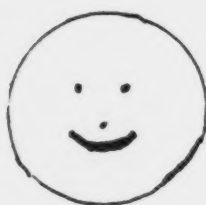
I Have Feelings Too by Terry Berger

Procedure:

Start by writing the four basic feelings on the board: mad, glad, sad and scared. Go over the words with the students. Draw these expressions on a brown paper bag or on a plain piece of paper. Do not label the feelings until you have identified the feelings with the class.



Mad



Glad



Sad



Scared

Introduce each picture and ask students the following questions:

1. How do you think this person feels?
2. Have you ever felt like this?

Changes in our bodies:

When this discussion is finished ask students to come up and act out one of these feelings, while the other students guess. Try to give everyone a chance. After you have given all students a chance to make the four faces, then ask if they noticed any changes in their faces when they made these faces.

Inform students that these four feelings cause our bodies to have many changes, for example, the changes in our muscles from tight to soft, soft to tight. Ask students if they can think of any other changes that happen to their bodies when they are mad, glad, sad or scared. You may cite some of these examples to get the students started. Changes that happen when you are:

Mad

pout
cringe fist
breathe fast

Sad

cry
swollen eyes
red eyes
clap your hands

Glad

breathe fast
jump up and down
smile

Scared

breathe fast
fast heartbeat
run

Have students role play some of these changes. Inform students that these changes that take place in our bodies are called **STRESS**. Have students repeat the definition of stress with you.

Stress is something that causes changes in our bodies. Inform students that these changes are brought about by our different feelings. Have students name the four feelings.

Review: Take a couple of minutes and review with students today's lesson. Review questions.

1. Name some feelings we have.
2. What is stress?
3. What kinds of things change inside us when our feelings change?

Optional Exercises:

1. Art work - have children draw different faces on a piece of paper. Older students may want to draw an entire picture or scene of when they felt this way. Then have them tell you about a time they felt that way.
2. Read a story about one of these feelings and discuss (check references).

3. Read from the list below and have students name what feeling is associated with each statement.

- Someone stepped on your toe.
- Someone said you did a good job!
- The lights went out at home.
- No one wants to play with you.
- Someone calls you a name.
- You receive a nice present.
- A big dog chased you.
- You lost your toy.

4. Suggested Art Activity

Have students use paper plates to make different faces. Hang them up around the class.

Lesson #2

Causes of Stress

Objective: The student will name some causes of stress for them.

Resource Materials Needed: Small paper bags for puppet making.

Procedure:

Start by reviewing the last lesson with students. Go over the four feelings that cause changes in their bodies and the definition of stress.

If your students drew pictures, have them use these pictures during the discussion. If not, use drawings on the paper bags or pieces of paper. List feelings on board.

Mini-Lecture:

Tell students today we are going to look at causes for stress. In other words, we want to know what creates feelings such as mad, glad, sad and scared in us. Go through each feeling and have students tell about a time when they felt this way. Ask them to think about what caused this feeling in their bodies. Have student name other kinds of feelings that can cause stress such as upset, nervous, embarrassed, proud, excited, frightened, lonely, unloved, disgusted, brave, ashamed, etc.

For example:

Teacher: Tell me about a time when you were mad (upset, nervous, lonely).

Students: I get mad when I can't watch t.v.

Teacher: So when you can't watch t.v., that makes you mad and causes stress in your body.

Students: Yes.

Teacher: How did your body change when you felt stress in it from being mad?

Students: My jaws were tighter, my fist was hard, my hands were clenched, etc.

Follow-Up Activities:

Try to give everyone a turn and cover as many feelings as possible.

1. Have students make different paper bag puppets with different feelings on them and act out various stressful situations.
2. Have older students act out what caused them stress.
3. Have students write a sentence about what caused them stress.
4. Have students draw a picture about what caused them stress.
5. Have students complete some of the following open sentences:

I feel grouchy when _____

I feel mad when _____

I feel upset when _____

I feel like fighting when _____

I cry when _____

I feel bad when _____

I feel scared when _____

I feel excited when _____

I feel lonely when _____

I feel sad when _____

I feel glad when _____

I feel important when _____

I feel guilty when _____

I feel jealous when _____



I feel like a good person when _____

I feel peaceful inside when _____

Mini-Charades: Ask students to act out what happens when they feel a certain way. For example, have students role play: crying, fighting, smiling, laughing, making faces, being guilty, being alone, nervous, etc. Let other children guess what they are doing. They can also guess what parts of their bodies feel stress.

Review lesson with students.

Review questions:

- What are some feelings that can cause stress?
- What is stress?
- Name a situation that causes you to feel stress.

Lesson #3

Good and Bad Stress

Objective: To help student understand that stress can be good and bad.

Resource Materials Needed: Use puppets made in previous lesson.

Exercise #3-1 My Good Stress

Exercise #3-2 My Bad Stress

Procedure:

- Review previous lessons with students.
- Write the words "good stress" and "bad stress" on the board. Under "good stress" write feeling words such as happy, glad, excited, joy, proud, and surprise. Under "bad stress" write feeling words such as mad, upset, sad, scared, and worried. Have students help you identify some other feelings. Explain to students that good stress comes from the kinds of feelings such as ... and bad stress comes from the kinds of feelings such as ... Ask students to give an example of good stress and bad stress.

For example:

Teacher: Can you think of something that made you feel happy?

Students: When I get a new present.

Teacher: When you receive a present that is a good stress for you.

Students: Yes.

Go over all the feelings listed under good and bad stress. Try to give everyone an opportunity to identify a good or bad stress.

Suggested Activities:

1. Have student draw a picture of a good and/or bad stressor.
2. Have student write a sentence about a good and/or bad stressor.
3. Have student act out a good and/or bad stressor.
4. Use puppets to act out good and/or bad stressors.

5. Have students complete Exercise #3-1 and 3-2

Review today's lesson with students.

Other review questions:

- What are some feelings that cause stress?
- What is stress?
- Name a situation that causes stress for you.
- Name a feeling that causes good stress.
- Name a feeling that causes bad stress.
- Name a good stress.
- Name a bad stress.

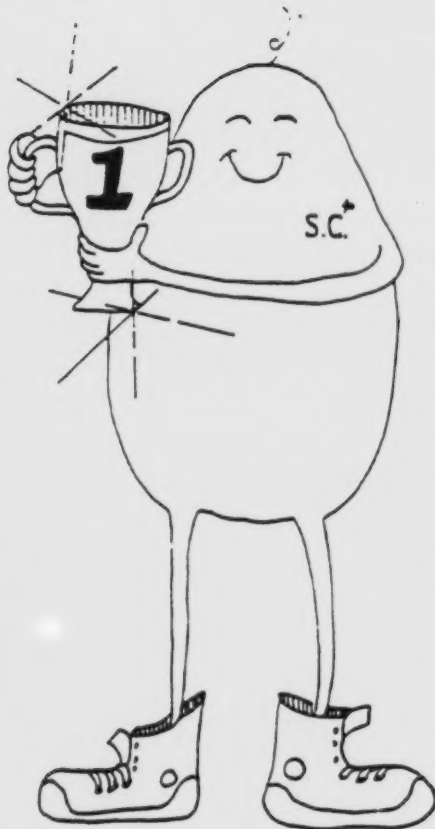
Teacher Suggestions:

Put pictures of children's drawings together on a bulletin board entitled STRESS INFORMATION CENTER. Have a section for pictures on good and bad stress.

NAME _____

Winning An Award is good stress for S.C.

Draw a picture of a good stress for you.

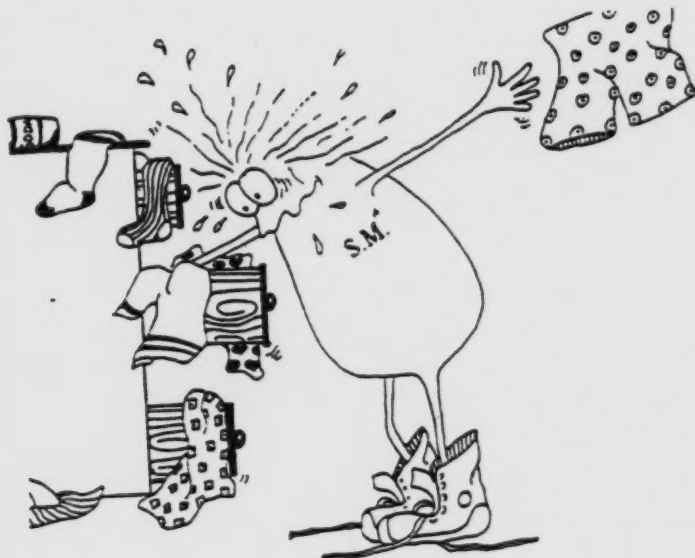


My Good Stress is _____

NAME _____

Losing Money is a bad stress for S.C.

Draw a picture of a bad stress for you.



My Bad Stress is _____

Lesson #4

Thoughts and Stress

Objective: To help students understand how thoughts can cause stress.

Procedure: Review previous lesson.

Mini-Lecture:

Start by asking students if they know what a thought is. Then define the term "thought". THOUGHT - words that we say in our minds. Another word for thought is thinking.

Everyone uses the mind to think in school. Ask students to name some times when they have to use their minds to think in school. Possible answers: math, spelling, tests, writing.

Our thoughts can be good or bad. Ask students to name some examples of good thoughts and bad thoughts. Explain to students that bad thoughts can cause us to have stress in our bodies.

Role Play Exercise

1. Ask students to tell you some thoughts they have right before going to a doctor's office.
2. Have two students stand; they will represent good thoughts about going to the doctor's office. For example:
Good Thought #1: The doctor will help me get better.
Good Thought #2: I will get to play with some new toys at the doctor's office.
3. Next, have two other students stand; they will represent bad thoughts about going to the doctor's office. For example:
Bad Thought #1: I might get a shot.
Bad Thought #2: The doctor will give me some bad testing medicine.
4. Ask students to name feelings that they would have about thinking the good thoughts -- okay, happy, glad, etc.

Then ask students to name feelings that they would have about thinking the bad thoughts -- scared, sad, angry, etc.

5. Have students stand to represent these feelings as in Steps 2 and 3. Next ask students which feelings they would rather have. Tell students that when our bodies feel scared, sad or angry the body will show some of the signs of stress. For example, sweating, fast heartbeat, tight muscles, etc.

The body is showing these signs because of the bad thoughts we have in our mind about going to the doctor's office.

One way we can help our bodies from having stress is by changing the thoughts in our minds. Good thoughts help our bodies stay calmer and happier.

6. Now go back to the students who are representing bad thoughts and ask them to think of a good thought about going to the doctor's office. Students can use good thoughts already named or new thoughts such as: don't have to go to school, get to ride on the bus or in the car, etc. Sometimes we get picture in our minds instead of words or with words about good and bad stress.
7. Next have students representing bad feelings name good feelings they would have based on the new thought.
8. Do a brief overview of today's lesson. Review with students that there are two kinds of thoughts: good and bad. Good thoughts will help reduce stress and bad thoughts will help increase stress in our bodies. We can choose to think good thoughts which will help reduce stress in our bodies.
9. Name some of the following situations and ask students to name the good thoughts which will reduce stress and the bad thoughts that will increase stress:
 - Going to camp for the first time
 - Taking a test
 - Going to a new school
 - Staying at home alone
 - Going to a party
10. Follow-up Activity
 - A. Have students draw a picture of their good thoughts about some of the situations listed above.
 - B. Have students role play some of these situations.

Lesson #5

Signs of Stress

Objective: To help students identify some body signs of stress.

Resource Materials Needed: Exercise #5-1 - Checklist for Signs of Stress.

Procedure:

- Review previous lesson.
- Begin by telling students that our bodies let us know when we are under stress. When we have stress there are certain signs we can look for in our bodies. Ask students how many had the following signs:

SIGNS OF STRESS

headaches	fast breathing	stomach aches
fast heartbeat	crying	nail biting
bad dreams	unable to sleep	trembling
nervousness	sweating face or hands	dry throat

Suggested Activities:

1. Write signs of stress on a piece of paper and have students role play signs of stress like a charade game.
2. Have students close their eyes and think about a time when they felt like this. Think about a time you had a headache, stomach ache, sweaty hands. Have a short discussion about when and what happened.
3. Have student draw a picture of one sign of stress. Put picture on STRESS INFORMATION CENTER.
4. Have students complete checklist for stress and color the picture.

5. Make a group list on the blackboard of stressful things that can cause bad thoughts. Then ask students to make suggestions about how to change bad thoughts in these situations to stress-reducing thoughts. Discuss their techniques.

Review lessons with students.

Other review questions:

- Name some feelings that cause stress. State whether these feelings are good or bad.
- Name a good stress.
- Name a bad stress.
- Name some signs of stress.

MY SIGNS OF STRESS

Directions: Put a check mark () by the signs of stress that have happened to you.

nightmare

unable to sleep

fast breathing

grind teeth

irritability

dizziness

unable to eat

sweating

nail biting

nervousness

rashes

increased urination

tight muscles

OTHER SIGNS

fighting

loneliness

boredom

overeating

tired

unable to sit still

facial twitches

headache

worried

crying

dry mouth and throat

backache

heartburn

fast heartbeat

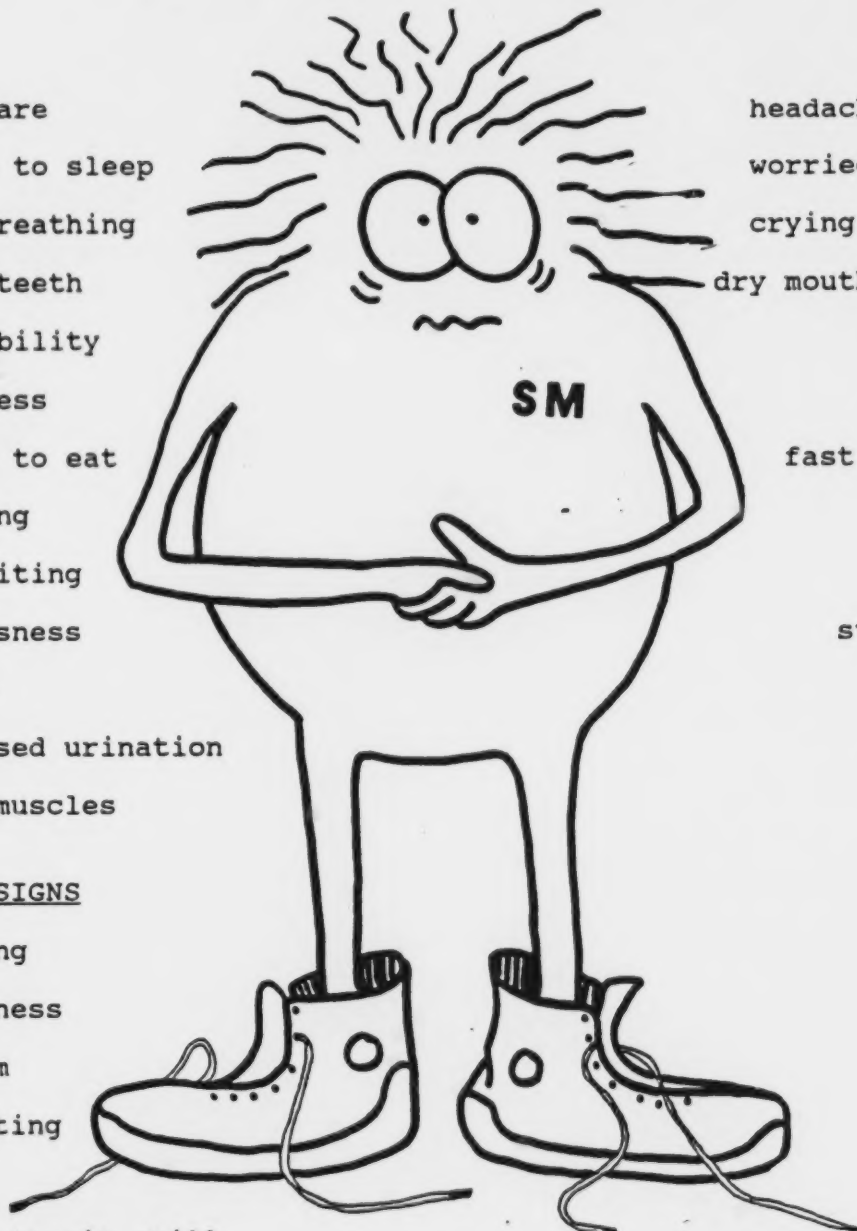
cramps

trembling

stomach ache

diarrhea

shaky legs



tapping feet

Lesson #6

Stress Overload

Objective: To help student understand that too much stress is bad or harmful.

Resource Materials Needed:

Exercise #6-1 - How Did Your Day Go? (Attached to this lesson)

Exercise #6-2 - Do You Have Stress Overload?

Exercise #6-3 - My Worse Day.

Procedure: Review previous lessons.

Mini-Lecture:

Explain to students that everyone has changes in their bodies. For example, little babies cry, old people feel sad, and parents get angry. All these feelings bring about changes in our bodies which can be called "stress".

Ask students what they think would happen if a person ...

- was sad all the time.
- never had any friends.
- would cry all the time.
- worried about a problem all day.
- was told that they were dumb all the time.
- had a stomach ache all the time.
- had a headache all the time.
- ate too much.

Explain to students that too much stress can make a person very sad and even sick. When someone has too much stress we call that stress overload. It's okay to have some stress in our lives, but too much stress can be harmful to you and will make you sick.

Have students choose one item from above list (e.g. if a person was sad all the time) and draw/color what a person would look like ten years from now who had this kind of stress all the time and didn't do anything about it. Then tell students to draw the same person who learns how to help this stress with helpful tools and show what that person would look and feel like ten years from now.

Suggested Activity:

Read story **Exercise #6-1 - How Did Your Day Go?** Have students who can read complete stress overload **Exercise #6-2** to check for stress overload. Discuss with them afterwards. You may write this exercise on the board and read statements to the other students. Teachers can also read statements and have students raise their hands. Have students record each time they raise their hands.

Have students talk about a time when they were sick. Ask the following questions:

- What made you feel sick?
- How did your body feel?
- What signs of stress did you have? (such as tiredness, headache, vomiting, etc.)
- What helped you feel better? (such as sleep, good food, exercise, etc.)
- Did you like being sick? Explain
- Could you have done something to prevent being sick at that time?
- What things do you do now to prevent being sick?

Suggested Activity:

- Have students draw a picture of a time when they were sick. Have students complete **Exercise #6-3 My Worse Day**.

Review lesson with students.

Review questions:

- What is stress overload?
(See previous chapters for other questions.)

How Did Your Day Go?

Tanya was late for school because she didn't get up on time. She missed her bus and had to ride to school with the neighbor. While riding, Tanya remembered the field trip to the zoo today. She was scared that she might miss her class. By the time she got to school her class had already left for their field trip to the zoo. She had to spend the morning in a different classroom. Some of the kids began to tease her because her shoes were on the wrong feet. She had put her shoes on the wrong feet by mistake when she was rushing to school. She didn't have any work to do so she was pretty bored. Her class returned before lunch, and she was happy to see them until everyone asked her what had happened to her. Most of her classmates talked about the good times they had at the zoo. This didn't make Tanya feel good. After lunch, Tanya's class went outside to play. Some of her classmates wouldn't play with Tanya. This made her feel sad. When the class returned to the classroom, Tanya's teacher asked the students to take out their homework. Tanya reached in her bag, and couldn't find it. Then she remembered, she left it at home on her desk. Tanya felt a little nervous, but explained to the teacher what happened. After the homework was collected, Tanya's teacher asked students to get ready for their spelling test. Tanya remembered she didn't study because she forgot her book at school. Tanya felt a weird feeling in her stomach while taking the test. She was very nervous.

Pretty soon school was over. Tanya caught the bus and went home. She remembered her spelling book this time. When she arrived home her mother asked how her day was. Tanya looked at her mom and just started crying.

Directions: Discuss with students these questions about Tanya's day:

1. Name some things that caused Tanya stress during the day.
2. How many things went wrong for Tanya this day?
3. What could Tanya have done to make her day better?
4. What would you have done?
5. Have you ever had a day like Tanya's?
6. What did you do?

Suggested Activity:

1. Have students retell Tanya's story with less stressful events.
2. Have students act out Tanya's story (the original story and the new story)
3. Have students re-write Tanya's story.

DO YOU HAVE STRESS OVERLOAD?

Directions: Check the statements that are true for you. Add you checks at the end and total your score.

- _____ 1. I often feel nervous and upset.
- _____ 2. I have a nervous stomach.
- _____ 3. I get headaches often.
- _____ 4. I can't sleep at night.
- _____ 5. I worry about school a lot.
- _____ 6. I have trouble sleeping at night.
- _____ 7. I think about too many things at one time.
- _____ 8. I have many things that need to be done by a certain time.
- _____ 9. I don't have any time to relax.
- _____ 10. I bite my nails a lot.

TOTAL CHECKS

Score Check

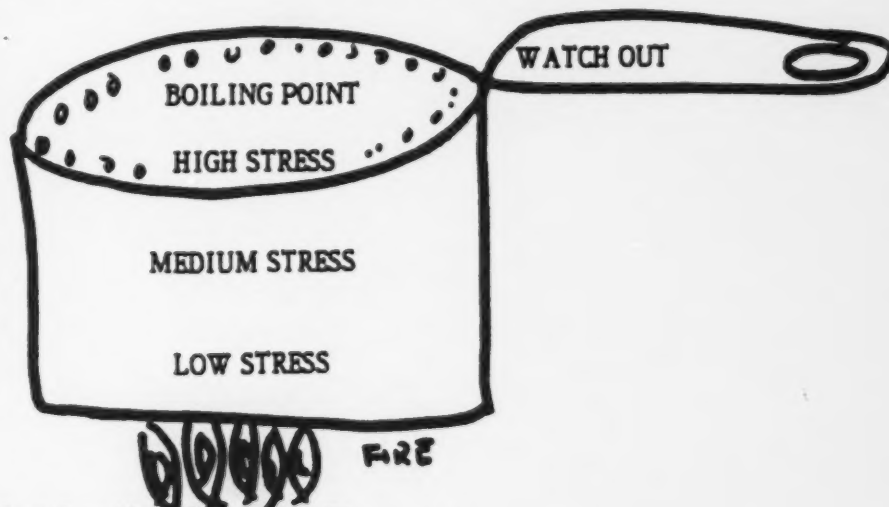
0 - 2 Low Stress

3 - 4 Average Stress

5 - 10 High Stress - "Watch out" for stress overload!

STRESS
OVERLOAD

10
9
8
7
6
5
4
3
2
1
0



Lesson #7

Fun Ways to Handle Stress

Objective: To help students learn ways to handle stress.

Resource Needed: #7-1 Fun Ways to Handle Stress

Procedure: Review previous lesson.

Mini-Lecture: Good Ways to handle stress:

Explain to students that there are many ways to handle stress. Some of the best ways to handle stress are doing things that we really enjoy. For example:

Good Ways to Handle Stress

- | | |
|--|--|
| -- playing with a friend | -- playing with your pet |
| -- listening to stories or reading a story | -- listening to music or playing an instrument |
| -- dancing | -- running |
| -- drawing a picture | -- talking with someone |
| -- laughing | -- hugging someone |
| -- telling jokes | -- eating good food |
| -- getting proper rest | -- singing |
| -- daydreaming | -- exercise |

Mini-Lecture: Bad ways to handle stress.

Explain to students that sometimes a person can make a poor choice in handling stress. Choosing a bad way to handle stress can hurt you, make you sick or even kill you sometimes. Go over some of the bad ways of handling stress and talk about how their effects, for example: - Keeping feelings inside can make you sick and cause nightmares.

Bad Ways to Handle Stress

- | | |
|-----------------------------------|-----------------------------|
| -- not talking about your feeling | -- hitting person or animal |
| -- worrying a lot | -- stealing |
| -- thinking bad thoughts a lot | -- smoking cigarettes |
| -- staying alone a lot | -- drinking alcohol |
| -- hurting yourself | -- using bad drugs |

Suggested Activities:

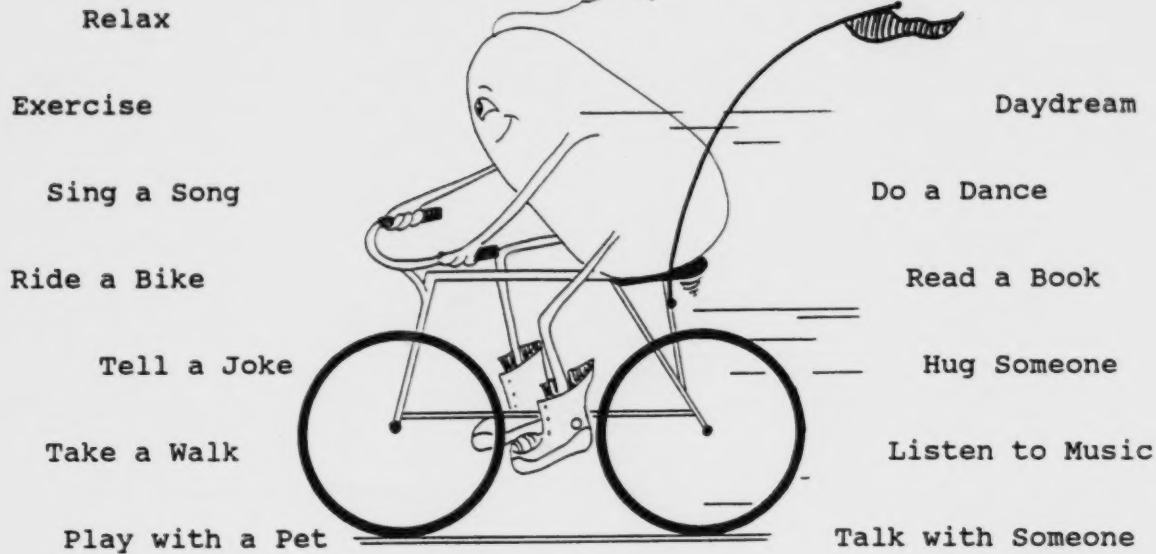
- You may want to act out some of the different ways from this list and let students guess them.
- You may want to have students act some of the ways from this list or have them act out their own way of having fun.
- Have students draw a picture of their fun way to handle stress. Let them tell about their pictures.
- Use puppets to act out ways to handle stress.
- Have students cut out pictures from a magazine of fun ways to reduce stress.
- Have students color in **Exercise #7-1** and go over it with them.

Review today's lesson.

Review questions:

- Name some ways to handle stress.
- Name some bad ways to handle stress.
- Tell why it is a bad way.
- Name some good ways to handle stress.
- Tell why it is a good way.
- Tell your favorite way to handle stress.

FUN WAYS TO HANDLE S T R E S S



Take a Deep Breath

- | | |
|----------------------------|--------------------|
| Paint a Picture | Eat Some Fruit |
| Get Proper Rest | Laugh |
| Play with a Friend | Think Positive |
| Take a Hot Bath | Get a Massage |
| Smell a Flower | Water a Plant |
| Say Something Kind | Take a Cool Shower |
| Help Someone Out | Give a Smile |
| Whistle a Tune | Control Yourself |
| Take a Swim | Write a Letter |
| Tell Someone You Love Them | Climb a Hill |

Name or draw a picture of your fun way to handle stress

Lesson #8

Good Ways to Express Anger

Objective: To have students learn ways to express anger.

Resource Needed: Paper bags, pillow, play-dough, jar, mirror, etc.

ANGER RELEASING ACTIVITIES #8A-D

Procedure: Review previous lesson.

Mini-Lecture:

Start out by asking students to remember a time when they were very angry. Ask them to tell you what happened. Explain to students that anger is a feeling that we all have. It is better for use to express our anger or release anger rather than keeping it in. There are some good and bad ways to handle anger. Ask students to help you name some good and bad ways of handling anger.

GOOD WAYS

Exercise
Hitting a punching bag
Hitting a pillow
Talking a problem over

BAD WAYS

Hitting
Fighting
Teasing
Cussing

Activity:

After you have brainstormed various ways of dealing with anger, have the students act out various ways in a pantomime. You may want to list these ways on the board in addition to your list of ways of handling anger. You may go over the list with students or put the list on a small piece of paper and have students act them out. This list is taken from Susan El-Shan's Book 28 Ways to Vent Anger.

1. A minute growl
2. Pillow punching
3. Clay play or pounding
4. Newspaper tear
5. Running up and down stairs
6. A one minute scream
7. Shake a bottle up
8. Dancing to music
9. Write an angry letter
10. talk to an empty chair

11. Wring a rag out tight
12. Push and shove against a door
13. Stomp your feet
14. Pencil tapping
15. Make angry faces
16. Stretch exercises
17. Sit on a real hard chair
18. Slam a door
19. Nail pounding
20. The Mad March
21. Huff and puff sounds
22. Count to 10

Other Anger Releasing Activities:

1. Bubble trouble. Each student receives a piece of bubble gum. He pretends the gum is the source of his anger. Upon the start signal, he begins chewing, first slowly and then faster and faster. He blows bubbles and then pops them. Students can pretend to receive gum and participate in this activity also.
2. Shove it!! The students position themselves against an outside wall. They pretend that the wall is the source of their stress. On signal, they push their hands, arms, shoulders, back, etc., against the wall.
3. The running rage. Move outdoors to a track or a gym field for this activity. The students imagine that the source of their stress is just ahead of them. The students begin to run after the "source". They start slowly and then begin to pick up the pace, until they are running as fast as they can.
4. The cracker crunch. Students are to pretend that the soda crackers placed in the center of the table are the source of their stress. They begin munching slowly on the crackers, then faster and faster.
5. Beat it!! Taking an old pillow, each student beats with his fists on the pillow in an attempt to beat his anger out of his system. It is advisable for the students to cradle the pillow in their laps while beating to avoid hand injuries which might occur if the pillow is resting on a hard surface.
6. Magazine Madness. Using old magazines, each student begins tearing a magazine up. He can tear single pages or several pages at a time. He must pretend that his anger is centered in the magazine pages. When the time is called, the floor will be

covered with a mound of paper. Students usually enjoy stuffing the scraps in the trash basket as another anger activity.

7. Glaring Glimpses. Position students across from each other in twos. Have students on one side make faces (cut eyes) at the other group. The second group then has permission to glare, sneer, growl, etc., back at their partners. No physical contact is allowed.
8. The Mad Monologue. Ask the child to think about a person with whom he is angry. Ask him to imagine that person is the puppet in his hand. He tells the "person" what he is angry about. He may yell, move around, point his finger, shake the puppet, use a lot of energy.

Discuss the importance of verbalizing angry feelings. Discuss the significance of being able to talk about how they feel after they have worked through some of their anger in an appropriate way.

9. Role Play. Role play some stress-producing situations and discuss them with the students.
10. Art with Anger.
 - A. Give children a sheet of paper with a line drawn horizontally through the middle. On the top half, instruct them to color what anger looks like inside their bodies when it stays there and gets stuck. On the bottom half, instruct them to color what the inside of their bodies looks like when they choose a right or appropriate way of letting the anger leave their bodies. Students can draw a simple body outline on each half sheet or leave it blank. Post pictures afterward on the wall and allow students to view them and have discussion.
 - B. On a large piece of newspaper print, trace around the body of a child to create life-size body outline. Have each student place an "X" on outline to show where he/she feels anger inside his/her body. Discuss composite picture of bodily tension from anger. Also discuss what the group would be like if everyone had anger stuck inside today in this room.

Suggested Activities:

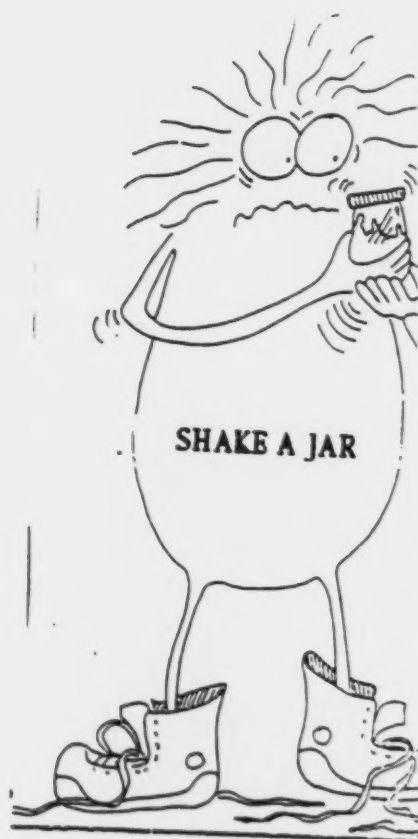
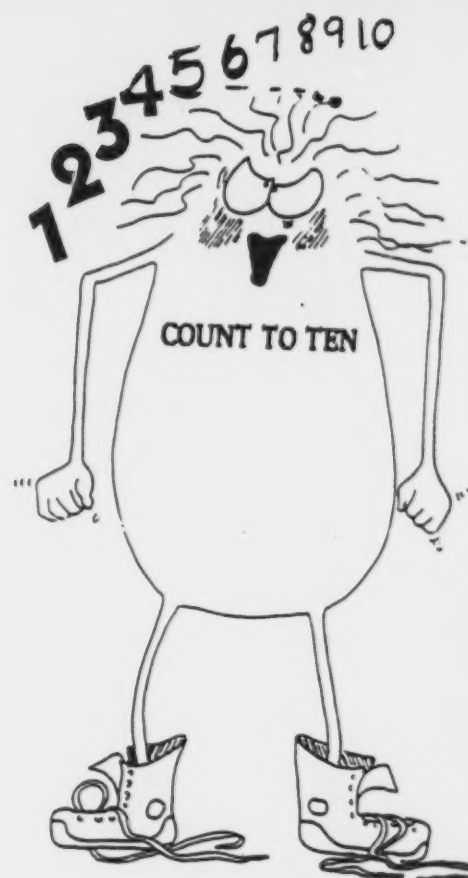
1. Have students draw a picture of their ways of getting anger out. Put pictures up on a board.

2. Set up an anger center in the back of the classroom. In the bag put a pillow, clay or play-dough, newspapers, mirror and plastic bottle for students to use when they get angry. Call the bag the Anger Bag. List on it ways to get anger out. Make copies of S.M., demonstrating ways to get anger out and have students role play.

Review today's lesson.

Review questions.

- Name some good ways to get anger out.
- Name some ways to handle stress.



ANGER RELEASING ACTIVITIES

Exercise #8-B



MAD GROWL



ANGER SCREAM



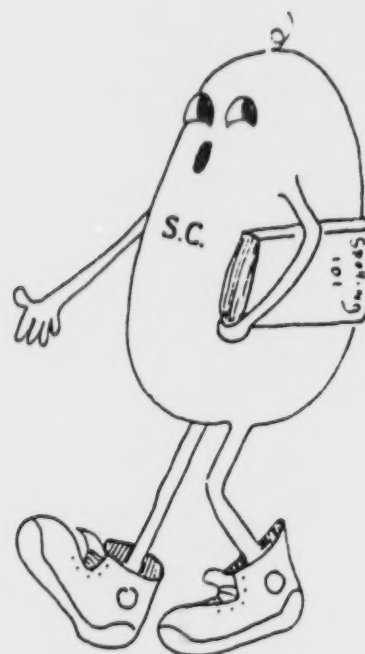
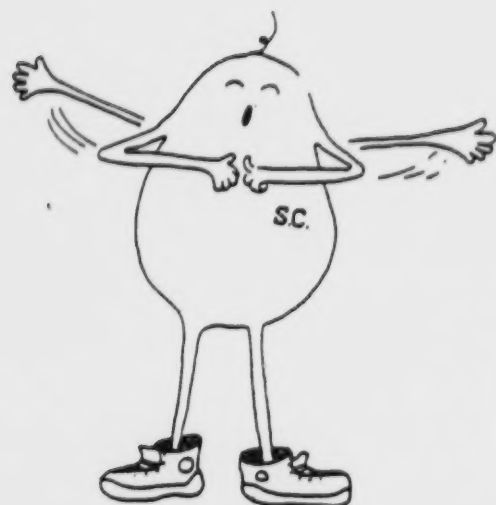
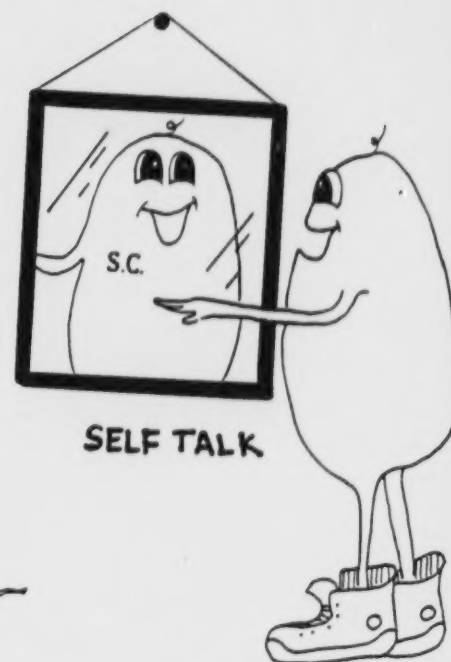
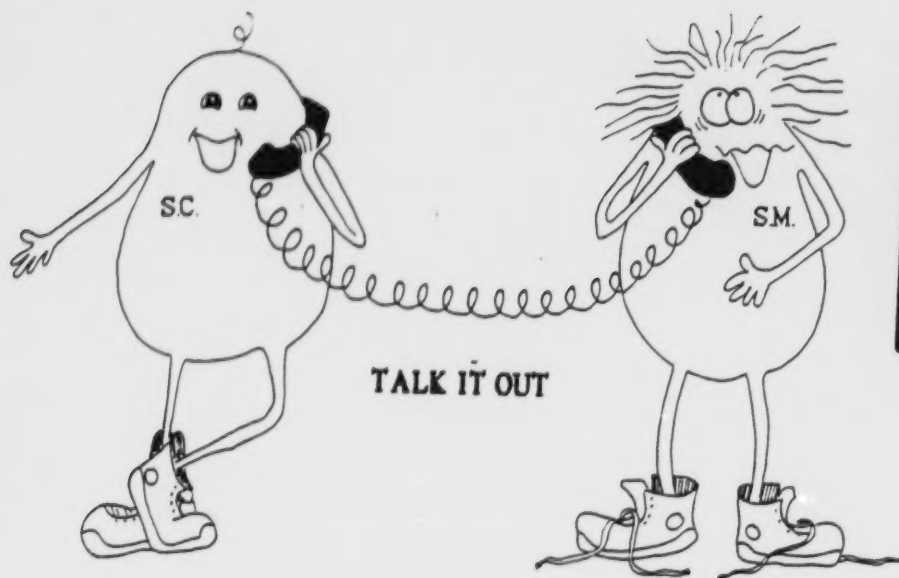
PUNCH A PILLOW



MAKE FACES

OTHER ANGER RELEASING ACTIVITIES

Exercise #8-C



ANGER RELEASING ACTIVITIES

Exercise #8-D



ANGER STOMP



MAD DANCE



MAD RUN



TEAR NEWSPAPER

Lesson #9

Positive Statements

Objective: To help students become familiar with positive statements that help reduce stress.

Resources Needed: The Original Warm Fuzzy Tale by Claude Steiner
Exercise #9-1 - My Warm Fuzzy.

Procedure: Review previous lesson.

Mini-Lecture:

Start by telling students there are two kinds of statements we can say to ourselves and others. One is a positive (good) statement, for example: "I am the best". Another name for these statements is warm fuzzy. Negative (bad) statements, such as "I am dumb", are called cold prickles. Positive or good statements help us feel good about ourselves. Ask students to think of as many good statements about themselves as possible. Give everyone a turn and list them on the board. Encourage students to use positive statement often. Teacher may want to begin each lesson with a positive statement.

How to make positive statements:

A. Ask students to start all their positive statements with
I am + a positive word.

Example: I am smart.
I am good.

B. Another way students make positive statements about themselves is to begin with I will + a positive word.

Example: I will cooperate.
I will control myself.

Developed by Jennie Trotter, Wholistic Stress Control Institute, Inc., Atlanta, GA.

C. A third way to make positive statements is to begin with I can + a positive word.

Example: I can read.
I can relax.

Activities:

1. Have students write down a positive statement.
2. Have students act out a positive statement. Encourage children to read statements with confidence.
3. Have each child say his/her own name as a special and positive "I AM" word. "I AM CARL", "I AM JOAN". Doing this can instill confidence and pride.
4. Have each child make a positive statement about self. (e.g. I am Tonya and I am kind".) Then instruct the other students to say all together, "Yes, Tonya, you are kind".
5. Have students draw a picture of their statements or write a story using their statements.
6. Tape positive statements on students' desk and encourage them to read often.
7. Have students complete Exercise #9-1 and color.

Review today's lesson.

Review questions:

- Name some ways to handle stress.
- Name some good ways to get anger out.
- State a warm fuzzy or a positive statement.

Developed by Jennie Trotter, Wholistic Stress Control Institute, Inc., Atlanta, GA.



MY WARM FUZZY WORDS

I AM _____

I WILL _____

I CAN _____

Developed by Jennie Trotter, Wholistic Stress Control Institute, Inc., Atlanta, GA.

Lesson #10

Breathing Exercise

Objective: To help students understand how breathing can reduce stress.

Material: Short Story: Nancy Nightingale (located on pg. 28)

Resources Needed: Calm by Janai C. Lowenstein, Conscious Living Foundation, P. O. Box 9, Drain, Oregon 97435.
Exercise #10-1 - My Calm Center

Procedure: Review previous lesson.

Mini-Lecture:

Start by asking students to put their hands over their chest and stomachs and notice their breathing. Inform them that we normally breathe shallow breaths. When our bodies are under stress, our bodies don't get enough air. One way to help our bodies get enough air is by taking deep breaths. When we take deep breaths our bodies can get plenty of air and this makes our bodies calm. Have students practice the following exercise.

Simple Breathing. Ask students to use their imaginations and imagine their bodies are balloons. They can even pick what color they want their balloons to be.

Now try breathing air into your balloon. Breathe in through your nose. Keep your hands on your balloons (stomach and chest). When you breathe in – inhale – your balloon opens. When you breathe out – exhale – your balloon closes. Push your stomach out when you breathe in. Pull your stomach in when you breathe out. Practice this a couple of times. After you finish ask students if they notice any difference in their bodies.

Activity:

Have students use their imaginations and see their bodies as clouds. When they breathe in their clouds are full and when they breathe out their clouds are empty. Explain to kids that this time they will hold their breathe inside their bodies or clouds. Ask them to breathe very quietly so no one can hear them. You may want to demonstrate first.

1. Breathe in 1, 2, 3, 4.
2. Hold 1, 2.
3. Breathe out 1, 2, 3, 4.

Practice this a couple of times. Discuss with students any difference they feel. Ask them what kind of shapes did their clouds have.

Read Nancy Nightingale story to students. Discuss with them afterwards and have them find their calm centers and practice breathing. Then have students color in their calm centers on activity sheets.

Talk with students about different times when they could use deep breathing exercises, for instance:

1. when you get nervous
2. right before a test
3. when something scares you
4. when you get angry or upset
5. when you get excited

Review today's lessons.

Review questions:

1. Name a way to calm our bodies.
2. How does deep breathing help?
3. Name some ways to handle stress.
4. Name some good ways to get anger out.
5. Name a warm fuzzy.

Suggestions: Have students complete Exercise #10-1.

Nancy Nightingale was always nervous. She was so nervous that she shook all over. Because of her nervousness, she would make many mistakes. One time she flew into the wrong nest and was that embarrassing! She got even more nervous when all the other birds looked at her. She returned to her own nest and was so nervous by then that she unraveled the whole nest while she was resting in it!

Nancy Nightingale's feathers didn't lie down on her back but stood straight up. They looked wild! Her feathers were ruffled and frazzled, not smooth like the other birds. Most Nightingales chirped real pretty birdsongs, but not Nancy. Nancy's chirp was choppy and uneven. Folks did not gather to hear her chirp, because her chirp was so noisy and unpleasant to the ear.

One day when Nancy Nightingale went out to try to catch a worm, she had a hard time catching one because she was so nervous. Every time she would try to catch a worm, she would miss because her aim was so unsteady. She was beginning to get real frustrated and hungry when Cool Canary came over and handed her one of his worms. She took the worm and said, "Thank You."

She had noticed Cool Canary because he was always so calm. His feathers were bright and soft and laid down on his back prettily. She wanted to ask Cool Canary what he did to stay so calm, but she was too nervous to speak. Then Cool Canary did something really strange. His chest got real big and then went down. He kept on doing this while they were standing there.

Finally Nancy Nightingale got up enough courage to ask him what he was doing. He told her that he was taking a deep breath. Whenever he took a deep breath, this helped him find his calm center inside. Nancy Nightingale asked him what a calm center is. Cool Canary explained that everyone had a calm center inside them. It is a place inside him that helps him stay calm and relaxed. The calm center also helps folks think better, because it's so quiet and peaceful there.

Nancy Nightingale asked Cool Canary, "How can I find my calm center?" Cool Canary answered cheerfully, "Just by taking deep breaths! The air that we breathe is very good for us, and it also helps us to find our calm centers," Cool Canary explained. "Why don't you try it with me, Nancy Nightingale?" he said.

Nancy was so nervous that she didn't think she could do it, but she really wanted to find her calm center so that she could be cool and calm like Cool Canary and stop shaking so much. So together they took in three deep breaths . . . "Breathe in, one, two, three, four," Cool Canary said. "Hold it, one, two. Now breathe out, one, two, three, four. Let's do it again. Breathe in, one, two, three, four," Cool Canary said. "Hold one, two. Now breathe out, one, two, three, four. Good! Now one last time - breathe in, one, two, three, four," Cool Canary said. "Hold it, one, two. Now breathe out, one, two, three, four. Now be very quiet. Can you feel the calm center inside you?" he asked.

At first Nancy Nightingale couldn't feel anything, but then slowly she noticed a nice warm feeling coming over her body which made her feel very calm and relaxed. She spoke in a soft whisper and said to Cool Canary, "I can feel it. It feels real nice and gentle. It feels like it is around my heart." Just then Nancy Nightingale noticed that her feathers had become unruffled and soft. She was pleased with her new look! She wondered if she could sing as beautifully as Cool Canary.

So she started to cheep a little, very soft and slow. Cool Canary began to chirp with her and together they chirped a beautiful birdsong. Nancy Nightingale felt so happy and so good about herself! She flew up toward the trees with Cool Canary, chirping away, and every time Nancy Nightingale began to feel a little bit scared or nervous, she remembered what Cool Canary had told her about deep breathing, and she said to herself,

"Breathe in. . . . one. . . . two. . . . three. . . . four

Hold, one. . . . two

"Breathe out. . . . one. . . . two. . . . three. . . . four."

"I'm so glad I found my calm center inside me!"

THE END



OTHER BREATHING EXERCISES

1. Hard & Soft/Tense & Relax. Tell students to touch something that is hard with one hand like a desk. With the other hand they should touch something soft like a tissue or their clothes. Tell them to breathe rapidly and tense the hand touching the hard object for 10 seconds or so and to make that hand feel hard like the object. Next, have them relax the other hand that is touching something soft and to notice the difference between hard or tense and soft or relaxed. Instruct them to do the same with several other body parts (e.g. shoulders, legs, etc.)
2. Fast Heart/Slow Heart. Have students place a hand on chest, feeling the heart beat as the chest moves. Next they should run in place with hands at sides for 60-90 seconds. When stopped, instruct them to immediately place hands on chests again, noticing how fast their hearts are beating and chests are moving. Then, have them take 7 or 8 slow, deep breaths together. At the end of the deep breathing, have students place hands again on their chests and check how their breathing rate has slowed down. Explain that their hearts are moving more slowly.
3. Warm Breathing. Discuss with students that when their bodies are relaxed and they are breathing slowly and deeply, their hands will be warmer. When they are upset, their hands will be cooler. Have them place their hands on their neck near the jugular vein where the neck is always a warm temperature. If their hands are the same temperature as their necks, it means they are more relaxed. If their hands are cooler than their necks it means they are not as relaxed as they could be. Then have them close their eyes after they have felt their hands against their necks and placed hands in their laps. Choose one of the above breathing exercises to do with children. Afterwards, have them check their hand temperature against their necks and ask if anyone noticed any changes.
4. Blow up body parts. Think of a part of your body, any part inside or out. It could be your hand, head or stomach. It could be your heart or brain. You think of one of the many parts of your body and imagine blowing that part up with your breath. Close your eyes and begin to imagine that part bigger and bigger every time you breathe into it. Breathe out, breathe in. It gets bigger.

Now as you breathe in and out in your regular way, imagine the part shrinking back down to its regular size.

Discuss the exercise with the kids.

5. Magic Breath. This exercise encourages children to send their breath to parts of their bodies that are tense or in pain.

"Did you know that our breath can be magic in a way? We can send breath to parts of our body that don't feel good. Since you don't feel any pain right now, let's just practice for when you feel that something hurts. Okay? Now, squeeze one of your hands so tightly that it hurts. Breathe into your hand, allowing your breath to soften your pain. Imagine your magic breath is massaging your hand."

6. Slow and Fast. With the help of a musical instrument, ask the children to change the breathing from slow to fast. Talk about instances when people tend to breathe quickly (ex. scared) and when people breathe slowly (ex. sleeping, relaxed).

7. Quiet Gear. Set the tone by having your child lie down on the floor in a dim quiet room, gradually lengthening the time from seconds to a few minutes: "Close your eyes. Put on your quiet gear. OK, let's see how long you can lie quietly." Wait. "That's great, you were still for seconds."

8. Balloon Breathing. Diaphragm breathing is an important part of the process. It may take a few tries to get the knack. The count, spoken in a calm voice, should be slow and easy. "Put one hand on your chest and the other on your stomach. Breathe in and out so your stomach inflates like a balloon as you breathe in and deflates as you breathe out. Breathe in 1, 2, 3, 4. Hold it 1, 2. Breathe out 1, 2, 3, 4, 5. Let's do it again, saying the word R-E-L-A-X as you exhale."

Have your student practice several times a day, lying down, sitting and standing until he can use the new skill when he needs it. Explain that he can use relaxed breathing whenever he feels upset, tense or angry. Praise him for practicing and using the skill.

9. Puppet Arms and Legs. The next exercises teach the child to gradually reduce tension in the muscles throughout the body. We've divided them into three parts: limbs, torso and head. Each time you begin a practice session, start with relaxed breathing.

"Pretend your arm is attached to a string, like a puppet. Make a fist, raise your arm about 6 inches off the ground and tighten your muscles." Demonstrate "Count to 10 - 1, 2, 3, 5, 6....10. Inhale. Hold it, and while exhaling, let your arm drop suddenly like a puppet's whose strings were cut." Pick up her arm and see that it's limp. "Good. Your arm may feel tingling, heavy or light, maybe even warm. That's very good." Repeat this step with each arm until your students have the idea.

"Focus your attention on your feet and legs." If you or your students have back problems or experiences discomfort with this step or the next one, stop this part of the exercise until you check with your physician. "Straighten your right leg and flex your foot so your toes point to your head. Keeping it stiff, lift your leg a few inches. Breathe 1, 2, 3, 4. Hold it. Let go. Drop your leg with a thud like a marionette whose strings were cut. Relax. Exhale 1, 2, 3, 4, 5. Good. Now let's do it with the other leg."

10. Stomach of Steel. "Pull in your stomach making it as flat as you can. That's right. Now hold it, counting 1, 2, 3, 4, 5, 6....10. Breathe in, say relax as you exhale and release your stomach muscles." Repeat. "Now arch your back and try to lift it off the floor. Good. Hold it. Breathe in 1, 2, 3, 4. Let go, release and slide down to the floor. Let's try it again."

11. Monkey say, Monkey do. Student is lying on his back. "Lift your head, touching your chin to your chest. At the same time, squint as though a flashlight is shining in your eyes, grit your teeth and form the shape of an "O" with your lips.

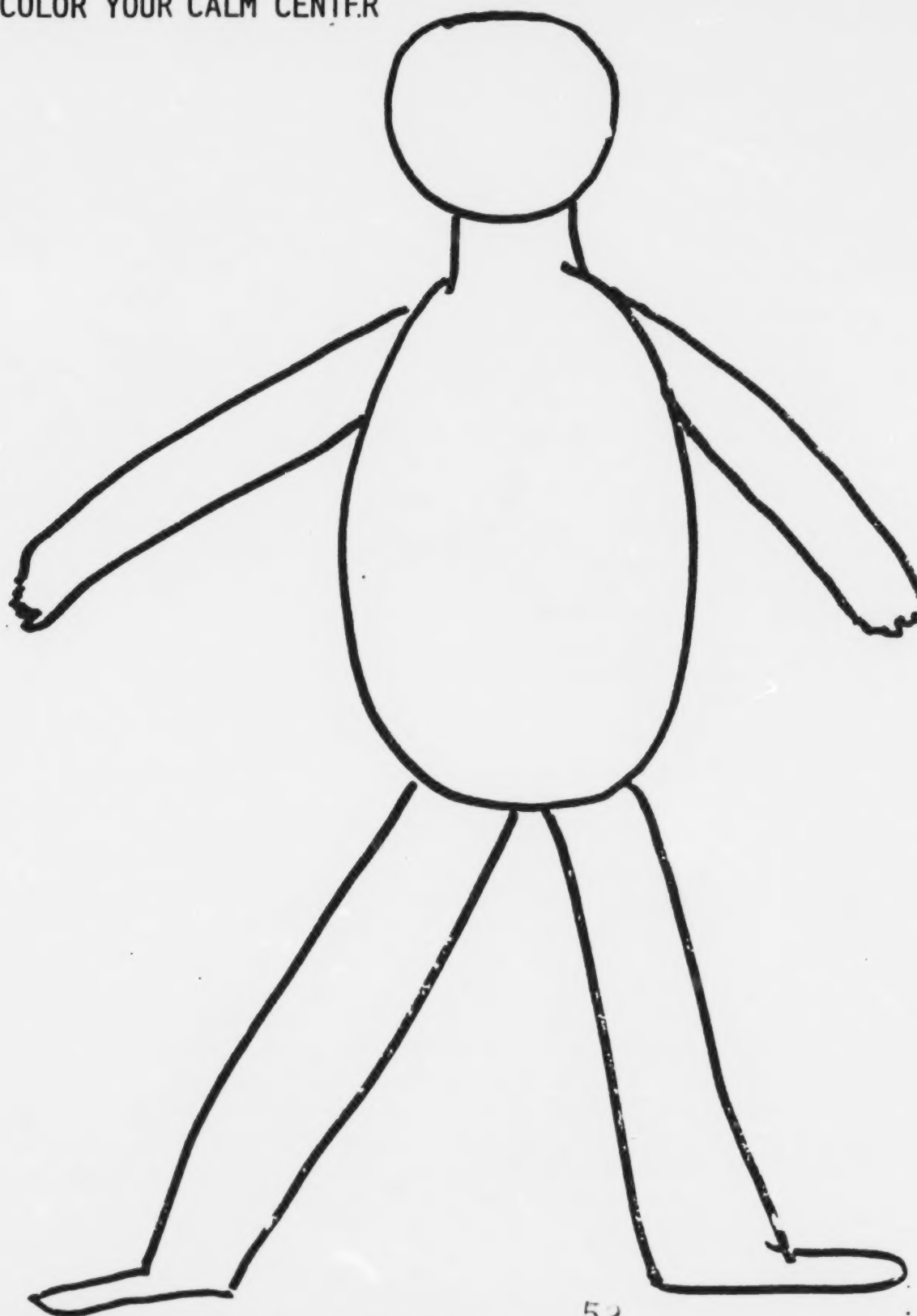
"Suddenly, let your head drop to the floor, your mouth fall open and think how relaxed you feel from head to toe."

12. Grounded Breathing. Have students stand up and close their eyes. Then say, "Imagine you are a tree. Your roots are in the ground". Breathe in the energy from inside the earth into your feet. Inhale it in - 1,2,3,4,5. Hold the energy. Now exhale the energy in your feet back into the ground, 1,2,3,4,5. "Repeat 4-5 times. Then students can open eyes and ask them how they feel. Tell them this exercise can be used when they feel spacy, confused, have trouble making decisions, when they feel pressured and when they are tired.

End each session with relaxed breathing as you lead your child through a calm imaginary scene or play classical music.

NAME: _____

COLOR YOUR CALM CENTER



Lesson #11

Relaxation Exercises

Objective: To help students learn how to create positive mental images.

Resources Needed: Relaxation exercises A and B are written in detail in this lesson. Teacher can order relaxation tapes. Please check reference list and/or school library.

Procedure: Review previous lesson.

Mini-Lecture:

Start by telling students what the word relaxation means. Relax - to be at ease; to be calm. Ask students to think of a time when they were relaxed or calm. How did it feel? Where are their favorite places to get relaxed? Inform students that relaxing helps our bodies to rest and get energy to do other things.

Inform students that you would like to do a relaxation exercise with them in the classroom. Before doing any relaxation exercise,

1. have students get comfortable.
2. explain that this may feel a little awkward for the first time but for them to give it a try.
3. if you have any soft music play it in the background.
4. encourage students to relax as much as possible.
5. explain that some people find time to relax in order to deal with stress.

NOTE: Have students lay on floor or the carpet, if you have one, or they can use their coats.

A. Progressive Relaxation Exercise: Read to students.

1. Start by taking a couple of deep breaths. Breathe in. Hold. Let it out. Repeat three times.
2. As you breathe in on your own say to yourself as you inhale "I breathe in calmness and peace. I breathe out any unpleasant feelings". Repeat three times.

3. Close your eyes and using your imagination, imagine a soft warm light surrounding your body. This light is gentle. It can be whatever color you want. As it surrounds your body, you begin to feel very relaxed and calm. This is a very nice feeling. Enjoy this feeling. Imagine as you are breathing that you inhale the beautiful soft color through the top of your head and it begins filling your body with gentle, calm feelings. As you exhale, the old energy leaves through your feet.
4. You may want to think of something very beautiful like a flower or a garden. You may also to say some kind words to yourself. You may want to say that you really like yourself or that you are really special or that you are very smart. Whatever your kind words are to yourself, just enjoy them. My kind words for you are -- you are so beautiful, special and smart. Repeat three times. "I am so beautiful, special and smart".
5. It feels real good to be relaxed. Just enjoy the feeling. In a moment, I will begin to count to 10. When you hear me count, start moving your body slowly. Stretch your muscles in your neck, arms, back and legs. Feel how good it feels when your body stretches. When you are ready, slowly open your eyes and remain relaxed inside your body. "We have had a good relaxation break, now our bodies are rested and prepared for learning new things. Take one more deep breath. Now, I will begin to count. 1 - 2 - 3- 4 - 5 - 6 - 7 - 8 - 9 - 10. Sit up and return to your seat.

Discussion: Have a brief discussion with students and ask them:

1. Who liked the relaxation exercise and why?
2. Who didn't like the relaxation exercise and why?
3. How many people feel better?

B. Simon Sez Muscle Relaxation Exercise

Read exercise to children. Give children a turn to be the leader once they understand how the game is done.

B. SIMON SEZ RELAXATION GAME

DIRECTION: Teacher - Hello! Today we are going to play a Simon Sez game of relaxation.

Simon Sez: Sit back quietly and listen to this tape.
Simon Sez: Close your eyes.
Simon Sez: Try to make your eyebrows touch your hair.
Simon Sez: Relax your eyebrows and let your forehead become very relaxed.
Simon Sez: Squeeze your eyelids tight, real tight.
Simon Sez: Relax your eyelids and let your eyebrows become very, very soft.
Simon Sez: Wrinkle up your nose. Wrinkle you nose right up.
Simon Sez: Relax your nose and let your face and nose become so soft.
Simon Sez: Press your lips together. Squeeze them real tight.
Simon Sez: Relax your lips and them become very soft.
Simon Sez: Lift your shoulders and try to touch your ears.
Simon Sez: Relax your shoulders and let them become soft, so soft.
Simon Sez: Pay attention to how nice and relaxed your shoulders and back are becoming.
Simon Sez: Make both hands into fists. Make them as tight as you can.
Simon Sez: Notice how your breathing changes when your body is tense.
Simon Sez: Relax your fists, relax your hands, and relax your fingers.
Simon Sez: Pay attention to how nice and comfortable your hands and fingers are feeling.
Simon Sez: Show me your arm muscles. Make your arms muscles real tight.
Simon Sez: Relax your arm muscles and notice how limp they are becoming.
Simon Sez: Notice how comfortable you feel.
Simon Sez: Make your stomach as hard as you can pulling it way in.
Simon Sez: Notice how your breathing changes when your stomach is tense.
Simon Sez: Relax your stomach and notice how limp and loose your muscles are becoming.
Simon Sez: Lift up your legs and your feet right off the floor and hold them.
Simon Sez: Relax your legs. Notice how nice and relaxed they feel.
Simon Sez: Press your feet down against the floor.
Simon Sez: Relax your feet and let them become so limp.
Simon Sez: Notice how relaxed all of your muscles are and how comfortable you feel.
Simon Sez: Take a nice, slow, deep breath and hold it.
Simon Sez: Let the air out, let every muscle relax, and let yourself go.
Simon Sez: Let yourself sit quietly. You can pretend that you are a loose, limp doll. Continue to breathe in and out.
Simon Sez: I will count backwards from 3 to 1 and when I say 1, you can open your eyes. 3....2....1....
Simon Sez: You can make yourself nice and relaxed whenever you want to. You did a fine job.

Lesson #12

Visual Imagery

Objective: To help students learn how to create positive mental images.

Resources Needed: Centerplay by Holly Young Huth
He Hit Me Back First by Eva D. Tugitti

Exercise #12-1 - What is S.C. Daydreaming about?

Procedure:

1. Start by asking how many students have an imagination. If students are not sure, define what an imagination is: Imagination is the ability to create pictures in our minds. Ask students to tell what their imaginations are used for. Then ask students to close their eyes and imagine something nice happening to them. Ask students to describe what is happening to them while their eyes are closed. When this is done, inform students that the ability to see pictures in our imagination is called visualizing or visualization. The stem word is vision meaning to see. Explain to students that visualization is a special ability that we have to create pictures of people, places and things in our minds.

"Here's an example of how we use our imaginations. When I say "I have a cute little puppy at home who likes to cuddle, what color did you picture my puppy? Each of us uses our imaginations in our own special way".

2. Ask students if they would like to try a visualization exercise. Begin by having students get comfortable and take three or four deep breaths very slowly. Next have students close their eyes and listen to you. Then in a gentle voice read one of the following visualization exercises.
 - A. Imagine that it is a very bright and warm day outside. You are at a park. The park has plenty of green grass, tall trees and inviting swings. You sit down on the swing and swing for awhile. Back and forth, back and forth. You feel a gentle breeze on your face, arms, and legs. You take a long

deep breath and notice how relaxing the swing ride is. The swing begins to slow down and comes to a gradual stop. You get off the swing ride feeling rested, and relaxed. You look around at the park one last time before you return to class. Take another deep breath and say goodbye to the park and return to the class.

After this is done, have students tell about their visualization exercise.

Another Visualization Exercise

B. Before a test

Have students close their eyes and take a couple of deep breaths before you begin. Tense all the muscles in your body. Hold the tension in your whole body while I count to ten... 1,2,3,4,5,6,7,8,9, 10. Now release the tension by breathing deeply. Let all the tension leave your body. Continue to keep your eyes closed. Ask students to go into their special place within their imaginations. Tell them the following:

In your special place you are very calm and relaxed. Your mind is full of wisdom and knowledge from studying for the test. This knowledge would like to come out of your mind and show just how smart you are. You feel very good about yourself. Picture the test papers being passed out to you now. You tell yourself that you will do very well and remember all the answers. If you get stuck, take a deep breath and ask your inner self to help you. If you begin to get nervous remember to say to yourself that you have the power to calm yourself and relax. It is easy to remember when you are relaxed. See yourself doing very well on your test and feeling very proud. The test is over now, you take another deep breath and feel good you have done your best. Now students, open your eyes and we will begin.

Other ways you can use visualization exercises:

- a) creative writing
- b) social studies
- c) art lesson
- d) transition from one activity to another

These exercises are taken from the Holly Huth book, Centerplay. She refers to these as Guided Riddle Fantasies. Read the descriptions and have students guess what they are. If students are comfortable, have them close their eyes.

- Log:** "You are lying on the ground. You are brown. You are long and round. You were once alive, sticking up high, reaching toward the sky. You grew green things on you, but now you are split in two. What are you?"
- Bed:** "You are big and soft, a place to rest. You are the place where we go to relax the best. You are covered with quilts to keep us warm. You give us dreams of many a form. What are you?" (The use of rhyme can be employed whenever you feel comfortable with it. Younger children especially seem to enjoy the sounds.)
- Snow:** "You drop ever so gently from the sky: soft, small, and white. You are completely relaxed and happy with what you are. You fall with lots of other soft white flakes. You land on the ground and pile up high. Sleeping, sleeping, cool and peaceful all over the ground. "What are you"?"
- Sailboat:** "You are floating in the water, rocking back and forth, back and forth. Feel your whole body relax in the warm water. The gentle waves come and go against you. You are sturdy and strong. The sun shines and warms the wood that you are made out of. The wind comes and blows you softly in the sea. Your big cloth billows and moves you slowly in the breeze. "What are you"?"
- Wave:** "It is very calm where you are. The sun sparkles on you and makes you glitter. The fish glide and children dive through you. Peacefully you sway back and forth. Gradually, gradually the sea gets rougher and you get bigger. You begin to swell, bigger and bigger, curving up and around, almost about to fall. You break and roll across the sand . . . rolling forward and then

back again to the calmness of the beginning. "What are you?"

Cloud and rain: "You are floating in the air, very soft and fluffy way up in the sky. You float by the sun and cover it, getting very warm. You float by the twinkling stars at night. You try to count them, but there are too many slowly in the long hours of a day you begin to get heavier, darker and darker, and damp. You turn into soft wet drops and fall gently on the ground, becoming a small puddle. What are you first and what did you turn into?"

Turtle: "Imagine that you've turned into an animal. You are small, moving in the grass so tall. You move way down low, always moving very slow. Now it's time to get to bed. Inside your house you move your head. Your house on your back is snug and tight. Now it's time to say good night. "What are you?"

Heart: "Breathe in ... one, two. Breathe out... one, two. Inside there is something thumping, thumping always as you breathe in and out. Pumping, pumping all the time. Da-da, da-da, da-da. It keeps a rhythm a certain beat. It's color is red. It keeps your body alive and let you love. "What is it?"

Follow-up Activities:

- Have students create their own riddle fantasies for creative writing.
- Have students visualize positive pictures of what they would do in the following situations:
 - a. Your mom or dad was late picking you up.
 - b. You were lost in a department store.
 - c. You lost your favorite toy.
 - d. A friend doesn't share a toy with you.
- Have students draw pictures in Exercise #12-1. What is S. C. Daydreaming about?

Review today's lessons.

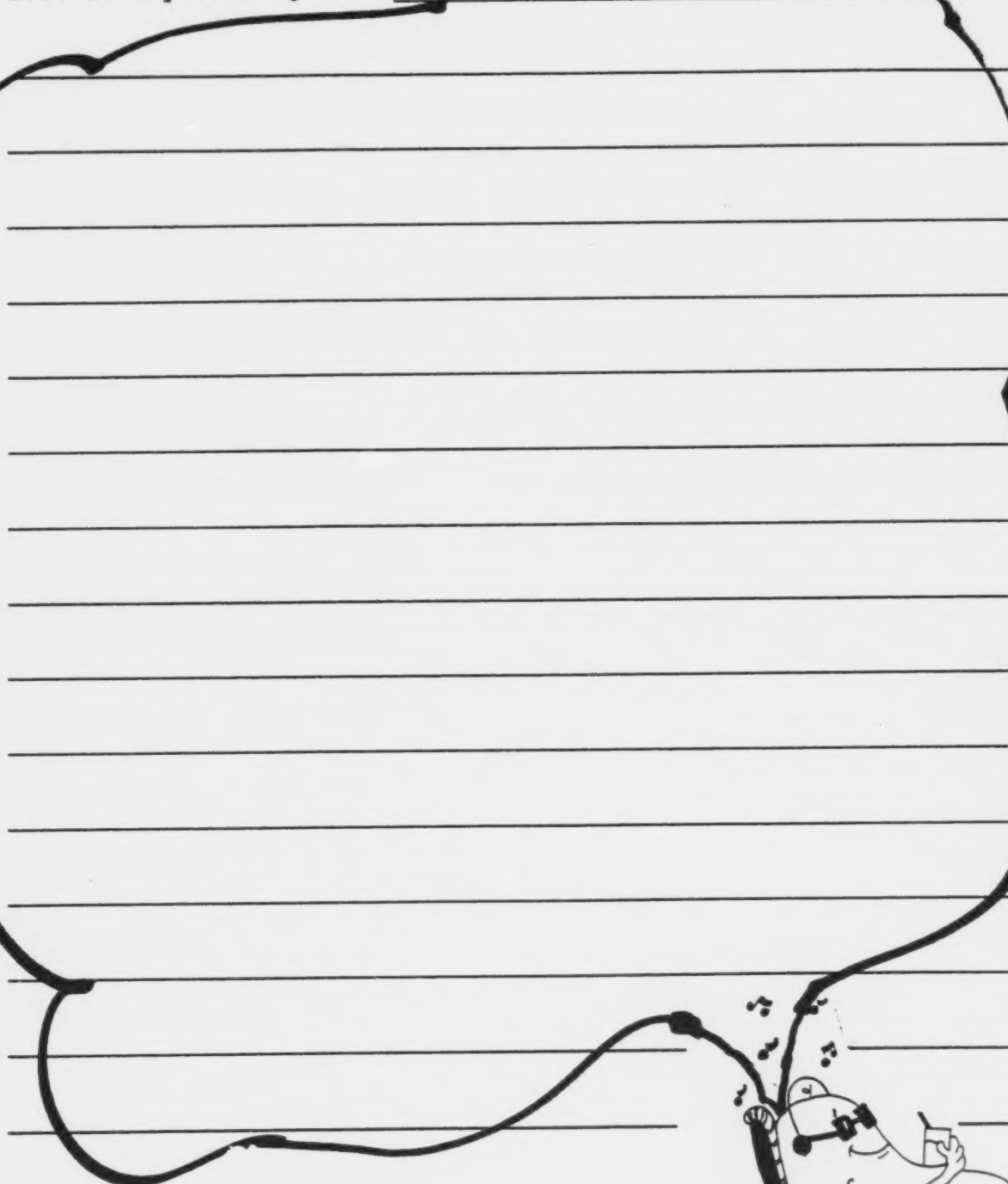
Review questions:

- What is imagination?
- What is visualization?

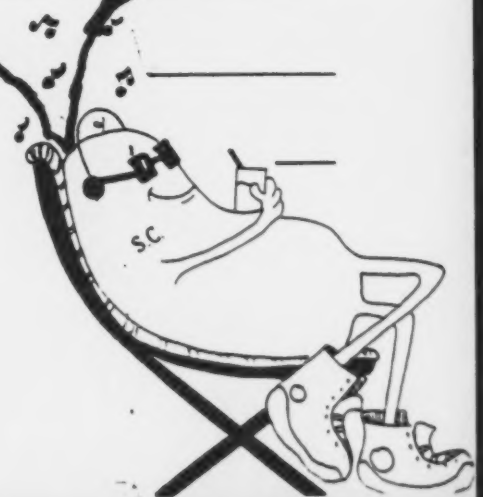
NAME _____

Write a story or draw a picture of what S.C. is daydreaming?

S.C. is daydreaming about _____



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Lesson #13

Self Concept and Stress

Objective: To help students have a good self-image.

Resources Needed: One Hundred Ways to Improve Your Self-Concept
by Jack Canfield and Harold C. Wells
Exercise #13-1

Procedure:

Discussion: Start off by asking how many like themselves. Then ask why. Allow students to tell why.

Next tell students that it's important to feel good about themselves. Go over some of the reasons below, in addition to answers children may give you.

1. Makes you feel good.
2. Makes you do better.
3. Makes you feel confident.
4. Makes you handle things better.*

Self-Concept Exercises:

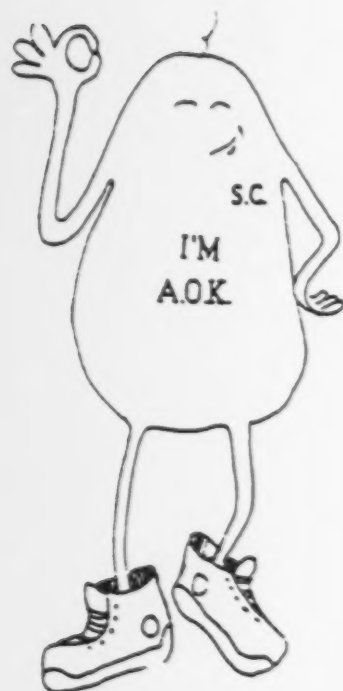
1. Have students tell or show (role play) one thing they like doing.
2. Have students draw a picture of something they do very well. Have them complete Exercise #13-1.
3. Have students name their favorite book or sing their favorite song.
4. Have older children make an "All About Me" folder. In it includes pictures of students, family, house, room favorite toys, books. Have students include their name, age, height, number in family, number of brothers, number of sisters.
5. Name Tag Exercise
Have students create and decorate a name tag on a large piece of construction paper and include the following in picture, symbol or drawing form: their favorite person, their favorite time (summer, Christmas, etc.), their birthday, things they like to do.

6. Have a discussion about "Why I like being me" or "My favorite wish or dream".
7. Have students close eyes, take 3 slow deep breaths, breathing in good feelings about themselves into their calm centers. Have them picture and feel themselves having wonderful sensations inside.

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NAME: _____

Draw something you do well.



Lesson #14

Positive Communication

Objective: To help students learn how to communicate feelings.

Procedure: Review previous lesson.

Mini-Lecture:

1. Give a definition of communication. COMMUNICATION - Sending and receiving a message or an idea.

Name some of the ways we communicate non-verbally. Have students role play them.

talking	nodding the head
hugging	rolling your eyes
smiling	frowning
touching	looking away

Verbal communication: Telephone, letters, talking, writing, codes.

2. Explain to students that it is very important to express our feelings when someone does something that we don't like. Ask students how they would feel if someone took their candy without asking (sad, hurt, angry). Ask them what they would say to the person (give it back to me, you can have it, don't do that again).

3. Tell students when someone does something that they don't like they can express their feelings by starting the following:

Step 1: Tell them how it made you feel.

Example: I feel angry.

Step 1: Next, tell them what they did.

Example: You took my candy without asking.

Step 1: Last, tell them what you want them to do.

Example: I want you to ask me first.

4. Exercise: To help students practice steps for positive communication, go over another example using situations listed below. Then have students role play these situations with one another. Then, students can draw pictures of all three steps using one of the examples below. Have students write down their responses to some of the situations listed below or have students make up their own situations.

Situations for Positive Communication:

Someone rides your bike without asking.

Someone calls you a name.

Someone hits you.

Someone takes your seat.

Someone breaks your toy.

5. To balance the idea of positive communication it is important for students to be able to acknowledge positive traits of others as well as express feelings when something offensive happens. Tell students to pair up with someone they don't know very well. Then each student takes a turn giving a positive statement or compliment to the partner.

Have students make up their own situations.

Lesson #15

Problem Solving

Objective: To help students learn how to solve a problem.

Procedure:

Start by telling students that big and little people have problems at different times of their lives. Mention a couple of examples of problems (losing your door key or your lunch money or your library book). Have students name some problems they have had. List them on the board. Have students tell you how they handle some of these problems. Define problem and situations. Problem - an unresolved question. Solution - an answer to a problem.

Explain to students just as there are certain steps one takes in a math class to get an answer correct, there are certain steps one can take to solve a problem. Go over steps with students.

Problem Solving Steps:

1. Write down or state the problem.
2. List all possible solutions.
3. List what might go wrong with any of these solutions.
4. Pick the best solutions for you.
5. Have students close eyes and take some slow, deep breaths.

Go over this example with students.

Example Problem:

Jackie lost her lunch money.

Step #1: Write down or state the problem - Jackie lost her lunch money.

Step #2: List all possible solutions.

1. Look for money
2. Ask friends if they saw it.
3. Tell teacher.
4. Call parents.

Step #3: List things that might go wrong.

1. Can't find it.
2. No one will help.
3. Nothing.
4. May not be home.

Step #4: Pick out the best solution.

1. Tell teacher.

Follow-up Discussion:

Have students vote on the best solutions. See how many students agree that this is the best solution. Ask students if this has happened to them before and what they did.

Activities:

- 1) Have students role play some of these problems. Let other students give suggestions for problem solving.
- 2) Have older students write out the problem steps and use them to solve a problem.
- 3) Have students write a story or do a role play about solving any of the following problems.
 - Getting lost in a store.
 - Staying home alone.
 - Someone wants to fight you.
 - Someone steals something from you.
 - No one wants to play with you.
 - Your mother is late picking you up.

- 4) The following day each students can share in small groups of 5 or in large group a problem they solved.
- 5) Have students color on top half o a sheet what they feel and look like inside their bodies when they don't know how to solve a problem. Then color what they look and feel like inside when they take proper steps and solve a problem.

Lesson #16

YOGA

Objective: To help students become familiar with various stress reduction methods.

Teacher Suggestion: Set up a carpeted area in the classroom with pictures of various yoga positions for students to use during the day.

Resources Needed: Be A Frog, A Bird, Or A Tree by Rachel Carr
Yoga and Children by Eve Diskin

Materials Needed: Rug, Mat, loose-fitting clothing.

Procedure:

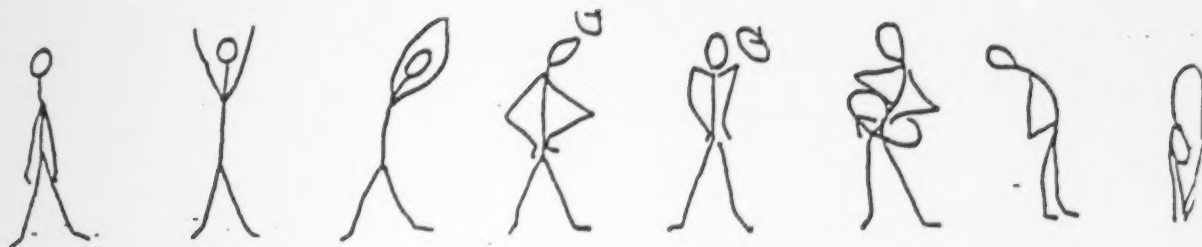
Review previous lesson.

Yoga is a very popular exercise that many people use to reduce their stress. Rachel Carr's book has animal pictures of different yoga exercises that kids really enjoy doing. Yoga exercises help relax muscles and these exercises encourage children to take deep breaths. Have students complete Exercise #11-1 before doing yoga exercises.

Yoga exercises can be done in short or long time periods. To help break the classroom routine, it is good to do yoga exercises a couple of times during the week. Have students bring in small rugs or towels to lay on. If your area is carpeted you may not need this. Encourage children to exercise but not to over-strain or force their bodies. Before and after each exercise, have students take a deep breath.

When a body sits still for too long of a period, it becomes stiff and doesn't get enough oxygen into the brain and muscles. Simple stretching is a form of yoga when deep breathing is coordinated with it. An "X" stretch is easy to do while sitting in a desk - simply stretch both arms out above the head (X) and both legs out from the chair (X). While doing this, breathe new energy into the body as stale energy leaves. Inform students how to do this, practice, and remember to allow the "X" stretch several times daily.

Begin by standing:

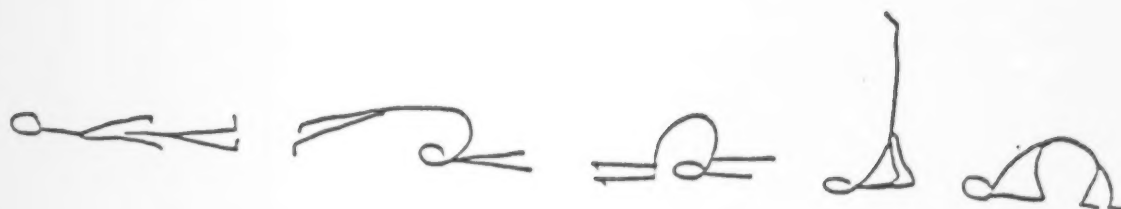


Next, assume a seated position on the floor.



Now lie on the floor.

Now lie on the floor.



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Lesson #17

Massage

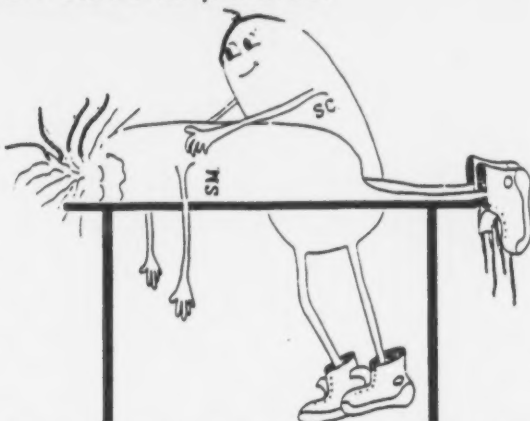
Objective: To show students how a massage can reduce stress.

Resources Needed: Centerplay by Holly Young Huth
Any book with picture of massage demonstrations

Exercise #17-1 Massage

Materials Needed: Rug, mat, towels for students to lay on. Soft music (optional). Bring book on massage and show students pictures.

Procedure:



One of the most soothing methods of reducing stress is by massage. The human touch definitely has healing powers. Using our hands to rub on our bodies in gentle circular movements can reduce, tension, pain and stiffness.

1. Start by writing the word "massage" on the board and ask if students have ever heard of the word. If so, ask them to tell you what it means.
2. After students have done this, inform students that massage is a method used to help relax or soften one's body muscles. Inform students that they are going to practice using the massage method on themselves.
3. Ask them to start by using their hands to make small circles the size of an apple in the air. Tell them each time you say the word "smaller" for them to decrease the size of their apples until their circles get to be tiny dots the size of a

quarter. When they have done that, have them start on their head and face area. Before starting have students take three deep breaths.

Head and Face - With small circular movements of fingers, put your hands on your face area (start at the side of your face near your ears). Move up your face while making small circular movements towards your forehead or eyebrows. When your hands meet, slowly move down your nose bridge and move out towards your cheek area. When you finish with your cheeks, have hands go down towards chin, then continue toward your neck and shoulder area.

When students are finished with the shoulder area, have them clinch each shoulder with their hands and squeezes gently while rotating their heads to the left in a circular movement (full circle) then to the right. Stop and ask students how it feels. Encourage them to try this method on their parents tonight.

Arms and Legs - Sit on mat with legs stretched out. Reach down and clasp your lower legs and gently squeeze. Slowly move your hands up towards your thigh, continuing to squeeze gently. When you get to the top of your legs begin to massage the lower part of your bodies, shoulders (one at a time) and your arms.

Fingers and Toes - Grab your toes and gently squeeze each toe with your hand, starting at the base of the toe slowly moving towards the toenail.

Hands and Feet - Make little dot circles all over the palm of your hand. Then go up and down each finger doing the same. Do both hands. Next, make small circles on top of each foot, then larger circles on the bottom of each foot. Also rub the toes. This feels good because the hands and feet are so busy working for us all the time and they need the break and caring.

Stomach - If the stomach becomes upset, massage it with slow, large circles.

Massage With A Partner

Back and Shoulders - Have a relative or a friend help you. Bend over like a limp person for this exercise. Try to relax yourself as much as possible. Take a couple of deep breaths. Use your imagination to pretend you are a rag doll or a clay person ready to be shaped. Have your partner place his/her fingers on your back. They should think of your back as a piano keyboard and use their fingers very lightly to play the piano up and down your back on all sides. When this is done stand erect and have your partner gently clasp your shoulder and neck area, squeezing gently. While this is being done rotate your head in a circular movement. When this is completed have them go down your arms and neck area. When you are finished trade places with your partner and give them the same gentle treatment.

Review questions:

- 1) What is a massage?
- 2) How do massages work?

Other Resources:

For more information on massages, check reference section.

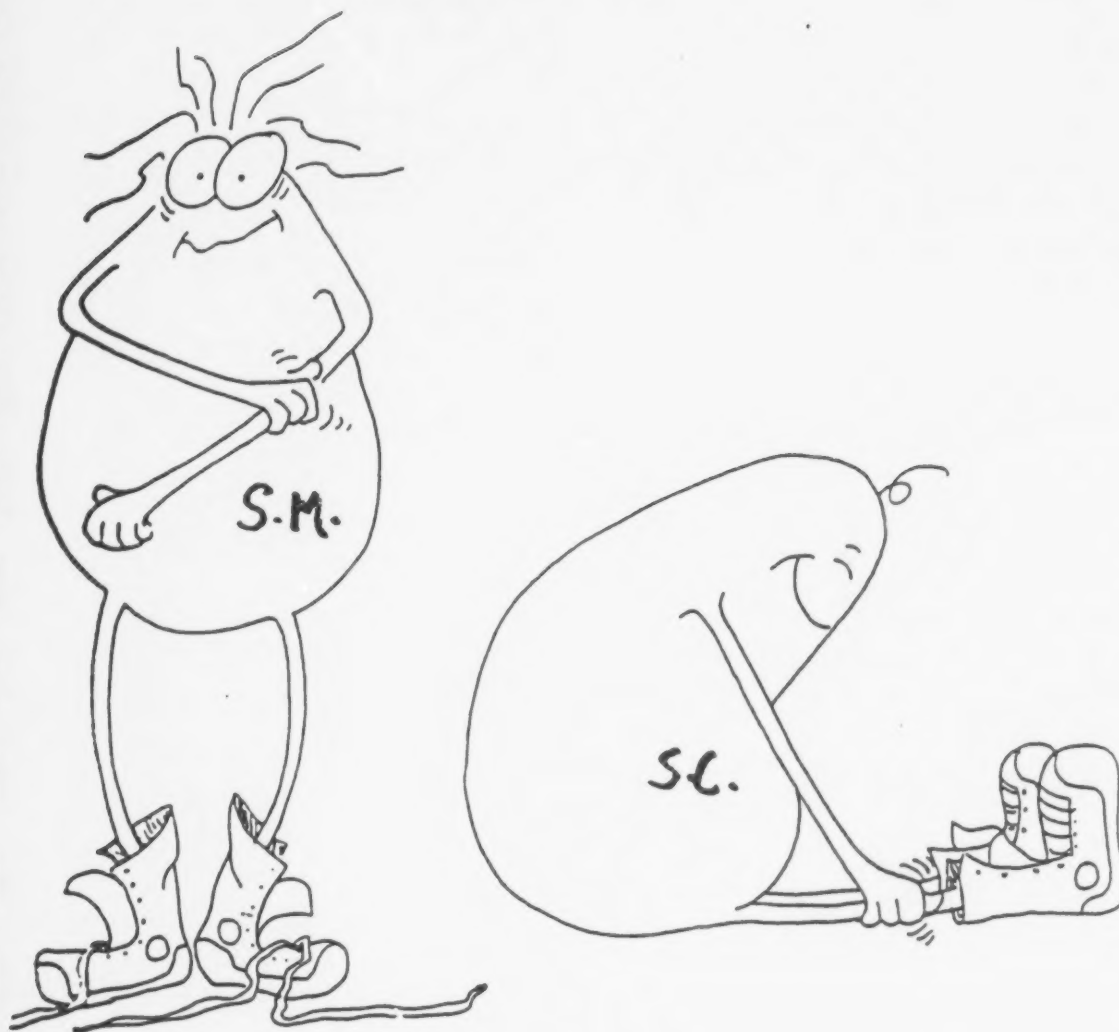
Suggested Activities:

1. Have students draw a picture of different positions of a massage. **Exercise #17-1.**
2. Have students give parents a massage.
3. Have students color what their bodies look and feel like before and after a massage.

NAME _____

S. M. and S.C. are giving their bodies a gentle rub.

* DRAW YOU HERE.



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Lesson #18

Pressure Points

Objective: To help students understand how to reduce headaches.

Materials Needed: Exercise #18-1: Pressure Point

Procedure:

Define the word pressure for students. Pressure is when we press hard on something. Have students apply pressure to their desks. Next have them use their hands to give pressure to their arms or legs.

Mini-Lecture:

Pressure points are located throughout our bodies. These points help control the amount of blood flow to and from the head. Headaches are a direct result of not receiving enough blood in our heads. When one gets tense or nervous, our blood does not flow as easily to our heads. Many years ago, Chinese discovered by placing pressure for 20-30 seconds at these points in our bodies it will relieve common headaches. Headaches are a very common sign of stress and this method can be used to help relieve the pain.

Discussion Questions:

1. How many of you have headaches?
2. What causes headaches?
3. What do you do when you get a headache?
4. Name some ways from your stress lessons that will help headaches go away.

Directions:

Have students complete **Exercise #18-1**. First have students locate pressure points on picture, then color in pictures. Next have students locate these pressure points on their bodies and hold their fingers on them for 20-40 seconds. Go over each pressure point with student. They are listed below with their pronunciations and locations. Check to see if students have properly located each point.

HEGU (pronounced ho koo)

Pressure Point #1: Locate the pressure point by holding the thumb and index finger tightly together. The point is located where the web of flesh on the back of the hand bulges to its highest point.

TAIYANG (pronounced tie yang)

Pressure Point #2: Find a point halfway between the outer corner of the eye and the outer end of the eyebrow. The finger should be on a ridge of bone. Move the finger about half an inch back towards the ear and there will be a small depression.

Pressure Point #3: If you are nauseated or having lots of stressed feelings, you can rub the STOMACH/HEART point with small little circles on both arms and feel better. Measure three fingers from your wrist (with palm up) with your other hand. The measuring fingers should be going across your arm horizontally. The point is in the middle of the arm after the 3rd finger.

Review Questions: 1. What are pressure points?
2. How do they work?
3. Did you know that the stomach nerves endings were in your arm?

Homework: Practice locating pressure points on your parents.

PRESSURE POINTS

NAME _____

Find these points on your body.

¹
HEGU (ho Koo)
yang)

²
TAIYANG (tie



Draw a picture of you finding your pressure point.

Lesson #19

Nutrition

Objective: To help students understand how proper nutrition can reduce stress.

Resources Needed: Pictures of Four Food Groups

Procedure:

Start by asking students what happens to you when you go without eating for a long time or when you eat things that are not good for you. Ask students if they ever felt weak from not eating or resting properly. Discuss this with them for awhile. Then explain that our bodies experience stress when we don't properly feed it or give it rest. Also explain that our bodies are like cars. They need fuel to operate properly. If we put Kool-aid into a car instead of gas, the car won't work well and might break down. Similarly, if we don't get the right kind of fuel, we have more difficulties like being grumpy and tired. Then we can break down and get sick.

Name the four food groups:

1. Vegetables and fruit - 4 servings needed
2. Bread, cereal and grain products - 4 servings needed
3. Milk, cheese and yogurt - 2 servings needed
4. Meat, poultry, fish, eggs, beans and peas - 2 servings needed

Rest: Mention that growing bodies need plenty of rest in order to grow strong. Children should get at least 8 hours of rest each night. Ask students what time they went to bed the night before.

Liquid: Stress that it is important to take in a proper amount of water each day. We should drink at least 6-8 glasses of water each day.

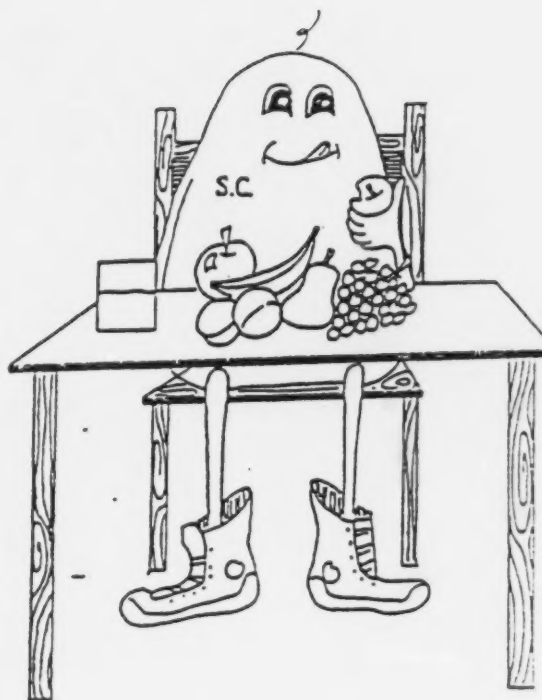
Activities:

- 1) Start a discussion with students about experiences you and they have had when the proper food was not eaten. Share how you felt, if it was easier to have negative thoughts and tension in the body and if emotions were more negative or positive. Encourage students to share details also.
- 2) Have students tell what they eat for breakfast, lunch and dinner.
- 3) Have students role play different food items, for example have students get in groups of four and decide which food item they are. One student might say I'm white and yellow -- most people eat me in the morning -- I am cooked in different ways. What am I? (Answer: egg)
- 4) Have student draw or cut out pictures of the their favorite foods.
- 5) Start a discussion with students about experiences you and they have had when the proper food was not eaten. Share how you felt, if it was easier to have negative thoughts and tension in the body and if emotions were more negative or positive. Encourage students to share details also.
- 6) Have students color nutrition **Exercise #19-1**.

NAME _____



BAD DIET



GOOD DIET

DRAW YOUR DIET HERE

Lesson #20

Biofeedback

Objective: To help students learn about biofeedback.

Resources Needed: Biodots from Biodots International, Inc.,
Post Office Box 29099
Indianapolis, Indiana 46229
Cost: \$10.00 for one hundred (100)
Phone: 317/637-5776

Procedure:

This is a fun activity that will help your students understand the concept of biofeedback.

Start by asking students if they would like to know when their bodies are relaxed or tensed. Tell them some people use big machines to help tell if their bodies are relaxed or tensed. These machines are called biofeedback machines. Define the word biofeedback. Biofeedback is a method used to tell if our bodies are relaxed or tensed. Since these machines are very expensive and big, people usually go to a hospital and clinics to use them.

Another way one can tell if his/her body is tensed or relaxed is through the use of biodots. Biodots are little dots that take our body temperature. Ask students if they have ever had their temperatures taken before and when. Ask them what a high temperature means. The temperature reading tells you if you are relaxed or tensed. Go over packaged information materials and give our biodots.

Biofeedback is the same as a mirror. When you look into a mirror you see what is going on with your face, clothes or body. A biofeedback instrument tells you what is going on inside your body. The biofeedback instrument doesn't do anything to you, it only mirrors back what's going on inside you.

Do a relaxation exercise with students to see if their biodots will change colors to tell if they are relaxed or tensed.

Have children practice deep breathing techniques and repeat relaxing phrases such as - I am calm, I am relaxed, I am peaceful.

Suggested Follow-Up Activity:

1. Have older students record their temperature.
2. Have students use the library and look for information on biofeedback.
3. Show students pictures of a biofeedback machine and have them draw a picture of it.
4. Have students write a story about their experiences wearing the biodot, telling about times they were tensed and relaxed. What were they doing? What did they do to change it back and forth?

STRESS EDUCATION CURRICULUM

PART II: GRADES 3-5

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Stress Control Curriculum

3-5

Introduction

Stress is how one's body responds to change. Stress is no respecter of age, sex or race. Children experience a number of changes while growing up. Children are unprepared to understand the process of change affecting their lives, therefore are unable to cope with various stressors. Stress is an inevitable part of living, but too much stress can have damaging consequences. Children respond to stress in various ways; one child may turn inward, while another may act out. When there is no positive alternative for coping with daily stress, children may seek negative behavior styles such as fighting. Today's children are faced with such stressors as peer pressure, single parents, divorced parents, high performance expectations and technological advances. Some means of coping with these stressors in a positive manner are needed as a preventive goal.

A major way of accomplishing these goals is through training teachers to implement stress control instructional programs in their schools with a curriculum for children to learn positive coping skills for stress reduction.

Goal:

This stress curriculum is a preventive tool developed to help teachers show students positive ways to reduce stress in their lives. The curriculum is divided into two parts. The first part educates students about what stress is and how it affects them physically, mentally and emotionally. The second part teaches students various positive coping skills for stress reduction such as relaxation, anger control, deep breathing, positive communications, massage, biofeedback, pressure points, etc.

Lesson Objectives :

This Stress Control Curriculum has several objectives. These objectives are written as concepts at the beginning of each lesson. The student will understand and learn . . .

1. the term stress and stressor
2. some causes of stress
3. the two kinds of stress

4. how one's thoughts cause stress
5. physical signs of stress
6. the term stress overload
7. fun ways to handle stress
8. positive ways to release anger
9. how to use positive statements
10. how to do deep breathing exercises
11. how to relax
12. how to visualize and use imagery
13. how stress affects one's self-concept
14. how to communicate positively
15. how to solve problems
16. how to do yoga
17. how to do self-massage
18. about pressure points
19. how good nutrition can reduce stress
20. about biofeedback

Teacher's Role:

Teachers are vital resources and excellent models for children. Your role is to help students develop an understanding of what stress is and coping skills for dealing with stress. Teachers should read and/or review all materials before teaching each lesson. Teachers should read sheet entitled Plain Talk About Stress, which gives a good overview of stress and coping techniques. Stress can be relieved for teachers by utilizing these methods.

Lessons

There are twenty (20) lessons. It is best to use the curriculum in consecutive order; however, teacher may use his/her discretion in regards to time.

Time Period

Each lesson is designed to last for approximately a 30-minute time period. This may vary depending on the length of discussion and classroom participation.

Depending on the grade levels of students, you may want to do less or more suggested follow-up activities. This curriculum was developed to be used with flexibility and adaptation.

Resources Needed

Resources needed are listed at the beginning of each lesson. Some resources listed refer to reference books that will enhance the lesson presentation. Workbook and activity exercises are located at the back of each lesson. A bibliography is located at the end of the curriculum.

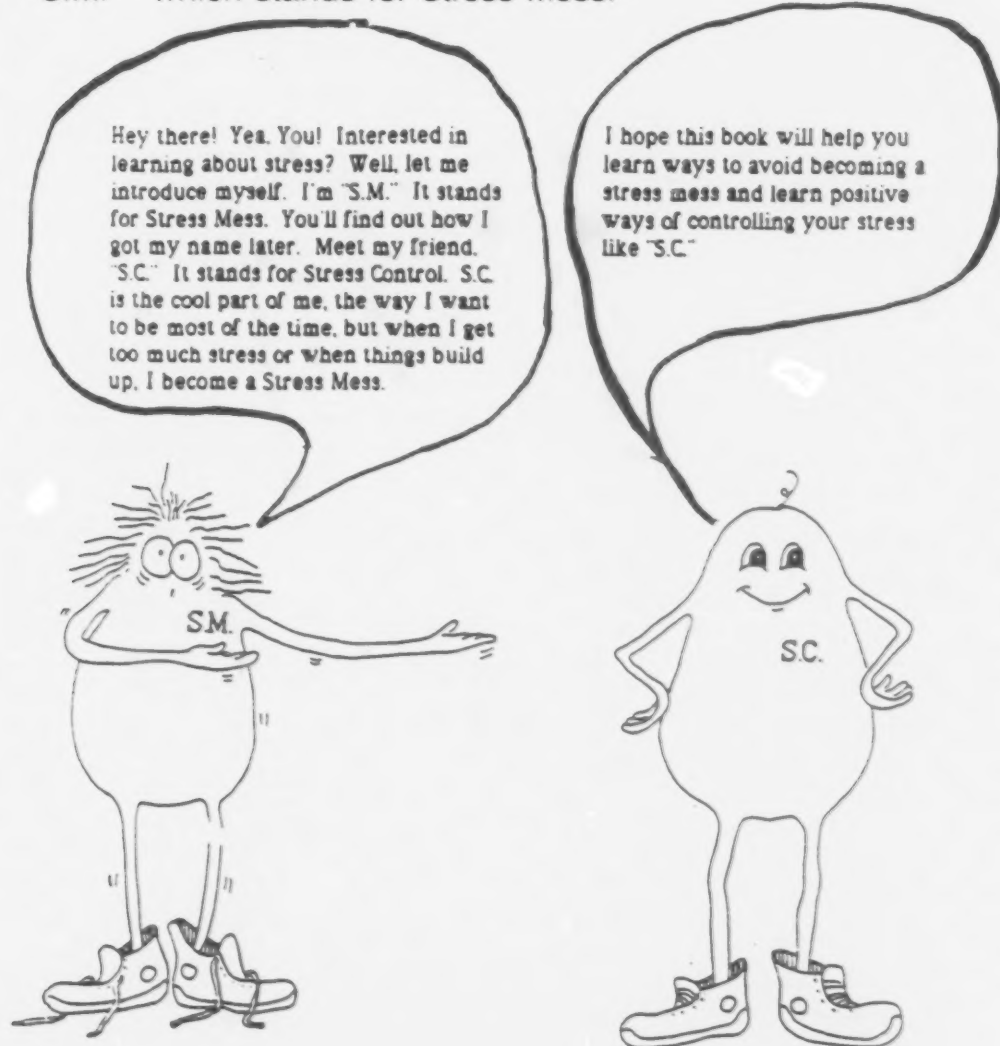
Teachers should read Plain Talk About Stress to get a good overview of stress management, located in the resource section in the back of the book.

Picture Characters

Throughout the curriculum, there are two characters which help demonstrate various lessons content. They are:

"S.C." - which stands for Stress Control, and

"S.M." - which stands for Stress Mess.



Lesson #1

What Is Stress?

Objective: The student will understand the term stress.

Word Definition:

Stress - is anything that causes a change in the body.

Procedure:

Mini-Lecture: Start by telling students that today you are going to talk about different changes that happen in their bodies. Tell students that anything that causes a change in the body is called stress. These changes can be brought about by the following: a physical change, for example sweating/perspiring; a mental change, for example worrying; and emotional change, for example excitement or sadness.

When there is a change in your mental state, a change also occurs in your emotions and body. For example, close your eyes and think of something sad. Notice how you feel sad when you have sad thoughts. Also notice 1 or 2 places where you feel the sadness in your body. Pause 15 sec. Now think of something funny that made you laugh. Notice how you feel funny and notice 1 or 2 places where you feel it in your body. Ask students to share their experiences. Emphasize to students that the mind, body and emotions always work and change together.

To help students understand some of the changes their bodies experience as a result of stress, instruct students to do the following exercise.

1. Activity: Ask students to remember a time when they experienced the following feelings in their bodies. Ask students to close their eyes and use their imaginations to help them see a good and clear picture of this feeling. Define what an imagination is and how it is used. Ask students to pay particular attention to the changes that are taking place in their bodies at this time. Cite an example for them - if you were feeling very mad, picture in your mind your face looking mean, your muscles tight and tense, your heart beating fast, your hands clenched tight, etc. Pause at least 10 seconds between reading each work from the list.

Read from the list below. You may discuss their experiences with their feelings after each feeling or at the end of the list.

Teacher: Remember a time when you felt . . .

nervous	scared	sad
excited	brave	angry
sleepy	lonely	happy
embarrassed	energetic	confused

Discussion: Encourage students to discuss some of the physical changes in their bodies experiences as a result of stress. Go over the definition of stress with students again. Have students brainstorm some other feeling words that can cause a change in their bodies, for example: proud, hurt, hate, love, joy, uptight, frustrated. In order to help students create more mind pictures of situations that produce changes in their bodies, you may want to have students participate in the following exercise.

2. Activity: Have students close their eyes and imagine the following situations happening to them. Encourage students to use their imaginations. Define what an imagination is and how it is used. Have students close their eyes and imagine something that they would like to happen to them this summer, Christmas, or at the end of the year. After students are familiar with how an imagination works, inform them you will be reading some sentences to them and you want them to use their imagination to actually see these things happening to them in their minds. Instruct students to close their eyes and pay particular attention to the changes their bodies are experiencing, for example tight muscles, sweating hands, fast heartbeat. Please allow 10 seconds between each reading of statements. Remind students to concentrate on their feelings.

Teacher: Imagine that . . .

- you are giving a speech in front of your school.
- you receive an E on a test.
- you found twenty dollars.
- someone stole your new watch.
- you saved someone's life from a fire.
- you saw a scary movie and the lights were out.
- someone threw a rock at you.
- you had to stay in the hospital for a month.
- you got to go camping for a month.
- you have to go to a new school.
- your best friend had to move to a new city.
- your parents gave you a surprise party.

Discussion: Follow this exercise with a short discussion about the number of changes that took place in their bodies. Encourage students to state how they felt and what changes were taking place in their bodies.

3. Follow-up Activities:

- a) Have students draw a picture about a time when they felt a particular way, for example nervous, happy, sad, scared.
- b) Have students write a short story about a time when they felt a certain way.
- c) Have students role play a time when they felt a certain way.
- d) Have students draw 3 simple body outlines and mark "X" where they feel tension inside when experiencing 3 different emotions that you can designate. Tell them these X's are special signals for them to pay attention to. If, for example, someone has lots of tension every day in her stomach, some day she might get an ulcer in

it and that hurts a great deal. If they pay attention to where they feel tension, it's easier to help it feel better instead of getting out of control with the pain and their behavior.

- e) Review: All five minutes to review today's lesson with students.

Lesson #-2

Causes of Stress

Objective:

- 1) The student will identify some causes of stress.
- 2) The student will understand the concept of a stressor.

Resources: WHO DOES STRESS AFFECT?
Exercise #2-1

Word Definition: Stressor - anything that causes stress.

Procedure:

Start by briefly reviewing the first lesson. Go over feelings that cause changes in the body.

1. Activity: To help students understand that stress can be caused by different feeling, events, people or happenings, have students complete the following exercise. You can write these open ended sentences on the board and have students complete their answers.

1. I feel happy when . . .
2. I feel scared when . . .
3. I feel angry when . . .
4. I feel sad when . . .
5. I feel tired when . . .
6. I feel loved when . . .
7. I feel disliked when . . .
8. I feel proud when . . .
9. I feel surprised when . . .

10. I feel worried when . . .

2. Mini-Lecture: Discuss with students some reasons for their feelings. Explain to students that feelings cause people to have stress or experience some changes in their bodies. Today you are going to look at some of the causes for these feelings. Go over answers with students about what caused them to feel happy, sad, angry. List all answers in one box on the board, for example:

<u>Feelings</u>	<u>Where do I feel it in my Body?</u>	<u>Cause of Feelings (Stressors)</u>
sad	stomach	couldn't watch t.v.
mad	arms	someone hit me
happy	face	received a present
scared	chest	had a nightmare

Inform students that another word that is used to describe these causes of stress is "stressor". A stressor is anything that causes stress. Name some other stressors for students. For example: going to a dentist appointment; moving to a new town; changing schools; having a fight; divorce of parents; failing a test. Ask students to add to the list.

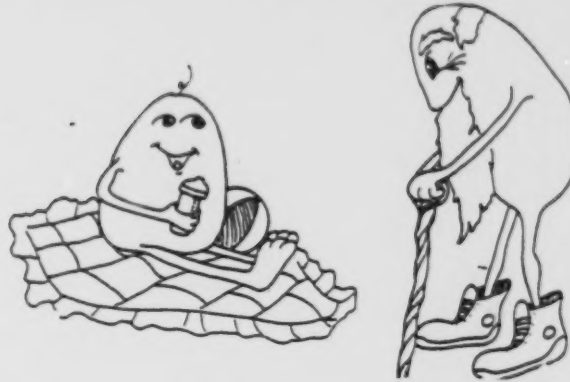
3. Activity: To help students understand some personal causes of stress, have them complete the following sentences.

1. I am sick and tired of . . .
2. I don't think it's fair that I am expected to . . .
3. I feel like fighting when . . .
4. Something that frustrates me often is . . .
5. If I could change anything I wanted to, it would be . . .
6. The thing that bothers me the most is . . .
7. An important thing about me that nobody realizes is . . .
8. I hope it doesn't happen, but I am afraid that . . .

9. One secret which I have is . . .
10. The best thing that ever happened to me was . . .
4. Discussion: Reinforce with students that it's okay to have feelings and our feelings are a very normal part of us. Ask for volunteers who would like to share their answers with the class. Encourage children to offer suggestions for similar problems/stressors.

Follow-Up Activities:

1. Have students write a short story about a personal stressor.
2. Have students draw a picture of a personal stressor.
3. Have students act out their personal stressor.
4. Have students vote on the top ten stressors for children.
5. Have students complete exercise "WHO DOES STRESS AFFECT"?
6. To increase awareness of stress reaction patterns, have students answer the following in oral discussion or on written paper.
 - a) The way I usually react to stress is . . .
 - b) Sometimes when there is too much stress I lose control and . . .
 - c) Something that I could do to handle stress better is . . .
5. Review lessons briefly with students.

WHO DOES STRESS AFFECT?

You are not the only one who has stress or changes. All people, Big and little, have changes in their lives.

Example: 1) When a baby is hungry, and cries for the bottle, this causes stress.

2) When an older person loses his/her job, this causes him/her stress.

3) When people have fights or arguments, this causes them stress.

Stressor

Anything that causes stress is called a stressor. For example, losing your money or being in a contest.

Activity:

1) Name a stressor (or change) in your life,

My stressor is _____

2) Name a stressor (or change) that your parents or grandparents may have.

My stressor is _____

3) Name a stressor (or change) that your brother or sister may have.

My brother or sister's stressor is _____

Lesson #3

Good and Bad Stress

Objective: To help students understand the concept of a good and a bad stressor.

Word Definition:

Good Stressor - any stressor that makes you feel good, happy, or excited

Bad Stressor - any stressor that makes you feel bad, sad, or mad.

Resource Needed: Word Puzzle attached at end of lesson
Exercise #3-1
Exercise #3-1&2 in K-2 section.

Start by briefly reviewing the first lesson.

1. Discussion: Start by writing the definition of a good and bad stressor on the board. Go over with students. Cite some examples of good and bad stressors listed below and then have students add to the list. Ask students to identify causes of stressors that make them feel good, happy, excited or bad, sad, mad. You may use other feeling words to describe these feelings also.

Good Stressor

Going to a birthday party
Receiving an award
Divorce or separation of parents
Going on vacation
Attending a new school

Bad Stressor

Loosing something important
Death of a relative
Winning some money
Personal injury
Attending a new school

2. Mini-Lecture: Thinking and Stress

There may be some stressors that some students might consider bad, while others may consider good. Inform the students that our thinking or thoughts about a particular stressor can make it good or bad for us. For example: attending a new school.

Stressor: Attending a new school.

How could this be a good stressor?

This could be a good stressor for a student who thinks and feels good about going to a new school, making new friends, and meeting new teachers.

How could this be a bad stressor?

This could be a good stressor for a student who thinks and feels scared about attending a new school and leaving his/her old school, friends, and teachers behind.

Stress to students that it is important that they know:

1. that stress starts in the mind with their thinking about a particular stressor.
 2. their thoughts and feelings can determine whether a stressor is good or bad.
 3. if they are unhappy with a bad stressor for them to check their thoughts about it.
 4. that by changing their thoughts and feelings about a stressor they can experience good stress.
 5. they can feel good about themselves whenever there is a bad stressor and they change it into a good one by using their mind and feeling.
 6. there is less stress kept inside the body when we are relaxed and have good thoughts.
3. Activity: Go over the original list of good and bad stressors. Ask students to take one stressor (good or bad) and explain the thinking and feeling that can make it a good stressor or a bad stressor. After this has been done, encourage children to do this with their own personal stressors.

Stressor: taking a test.

Thoughts and feelings that would make this a good stressor are:

1. (feeling) I like taking tests.
2. (thought) I think this test will show me how much I really know and how smart I am.
3. I will relax my body tension, take some deep breaths and feel better about taking the test.
4. Follow-Up Activities:
 1. Have students complete word puzzle - Exercise #3-1. Have students complete Exercise #3-2 and 3-2 in the K-2 section.
 2. Have students put a collage together of good and bad stressors or cut out magazine pictures of stressors.
 3. Have students write a short essay using the powers of our thoughts.
5. Review lesson briefly.

Feeling Word Puzzle

Directions: Find the feeling words listed below in this puzzle.

E T A H S C O N F U S E D C H O X A P
 P M C O A R A R W I T T Y M O C P P M
 O P B R I P I T Y O T O A M N I P S Y
 H A O A T S P E I Z R O Y N T R E D S
 E P R S R L H Y L S P R U T E E A E E
 M Y E Y T R U H L D F E I C N L C T D
 R E D M E O A T Y S L A I E T A E P O
 A F C G C D Y S A A B A C E D X E E D
 S C A R E D A T S D T N L T K E U C A
 S T A T Y L O V E L Y G I P I D L C D
 M U G R S T M G D O D R V I V O C A E
 U U P T I G H T R O W Y E F B E N F R
 G U E I F R I E N D L Y L O P B K P I
 F O X T O T R A P Q O K Y T S U R T P
 A O C D Y R Y O U P N A E I W E N S S
 J L I T E T R U S T E D F R W R A T N
 E P T I N T G R M H L N S E T U F R I
 C O E D O F E B A R Y O S D T T S D J
 B U D A L Q U I R E L I E F A A T H O
 I M P O R T A N T S C U U B Y M S O Y

Good Feelings

content	trusted
relief	joy
love	satisfaction
excited	hope
inspired	appreciation
amused	mature
friendly	smart
relaxed	important
accepted	happy
witty	lively
excited	peaceful

Bad Feelings

bored	hurt
angry	lonely
shy	confused
embarrassed	worried
scared	tired
smug	pity
uptight	superior
odd	sad
hate	fear

Lesson #4

Thoughts and Stress

Objective: To help students understand how thinking causes stress.

Resource Needed: Exercise #4-1 On Thought and Stress

Procedure: Review previous lesson.

Mini-Lecture:

Start by asking students how many like going to camp. Then ask how many don't like going to camp. List some of the reasons on the board. For example:

I like camp because . . .

I learn about nature

I can cook out

It's adventurous

I don't like camp because . . .

Too many bugs

I hate the food

I'm afraid to leave home

Explain to students that our thinking about camp can make it a good stressor or a bad stressor. If something is causing them stress they should watch what they are thinking about it. By changing your thinking about a stressor you can experience less stress.

To help student become familiar with their thought patterns write or read the following exercise with them.

#1 STRESSOR: STAYING AT HOME ALONE

Thoughts that would make
this a good stressor

I'm glad I'm my own boss
I can watch t.v. and play music
If I get lonely I can call Mom
or friend

Thoughts that would make
this a bad stressor

I'm afraid
Someone might break in
No one to talk to
It's boring

Give students the following stressors and have them tell the thoughts that would make them a good or bad stressor.

- Taking a test
- Going to a dance
- Giving a speech
- Going horseback riding
- Having students name some stressors

Mini-Lecture continues:

Stress to students that they are in charge of their thinking. If they don't like the bad stress they are experiencing from their thoughts, then they can change their thinking about that stressor. Go back over the first example of going to camp. Ask students who didn't like camp if they could change any of their thinking about camp to help them like it. For example:

Old statement: I don't like camp because there are too many bugs.

New thought: I would like camp if I could bring bug spray.

Old statement: I'm afraid to go far from home.

New thought: There's nothing to be afraid of. I can write or call if I get lonely.

Have students complete Exercise #4-1 on thought and stress. Discuss with them afterwards.

Have students share how they feel about themselves when they change a bad stressor into a good stressor. On a later date, ask them to share an example of a time when they changed a bad stressor into a good stressor.

Name _____

Directions: To help you become aware of how your thoughts may cause you stress, read the example below and complete the exercise.

1. One thing that caused me stress was: having to clean the kitchen.
2. My thought about it was: I have doing the dishes.
3. My actions were: I took a long time.
4. What kind of stress was this? Good _____ Bad X
5. Do you need to change your thought? Yes X No _____

My new thought would be: I might as well get this done because being mad doesn't help and if I finish early I can go outside.

Now you try:

1. One thing that caused me stress was: _____

2. My thought about it was: _____

3. My actions were: _____

4. Later I felt: _____

5. Do you need to change your thought?: Yes _____ No _____
My new thought would be _____

1. One thing that caused me stress was: _____

2. My thought about it was: _____

3. My actions were: _____

4. Later I felt: _____

5. Do you need to change your thought?: Yes _____ No _____
My new thought would be _____

Draw a picture of your thought on the other side.

Lesson #5

Signs of Stress

Objective: To help students identify some body signs of stress.

Resource Materials Needed: Exercise #5-1 - Checklist for Signs of Stress.

Procedure:

- Review previous lesson.
- Begin by telling students that our bodies let us know when we are under stress. When we have stress there are certain signs we can look for in our bodies. Ask students how many had the following signs:

SIGNS OF STRESS

headaches	fast breathing	stomach aches
fast heartbeat	crying	nail biting
bad dreams	unable to sleep	trembling
nervousness	sweating face or hands	dry throat

Suggested Activities:

1. Write signs of stress on a piece of paper and have students role play signs of stress like a charade game.
2. Have students close their eyes and think about a time when they felt like this. Think about a time you had a headache, stomach ache, sweaty hands. Have a short discussion about when and what happened.
3. Have student draw a picture of one sign of stress. Put picture on STRESS INFORMATION CENTER.
4. Have students complete checklist for stress and color the picture.

Review lesson with students.

MY SIGNS OF STRESS

Directions: Put a check mark () by the signs of stress that have happened to you.

nightmare

unable to sleep

fast breathing

grind teeth

irritability

dizziness

unable to eat

sweating

nail biting

nervousness

rashes

increased urination

tight muscles

OTHER SIGNS

fighting

loneliness

boredom

overeating

tired

unable to sit still

facial twitches

headache

worried

crying

dry mouth and throat

backache

heartburn

fast heartbeat

cramps

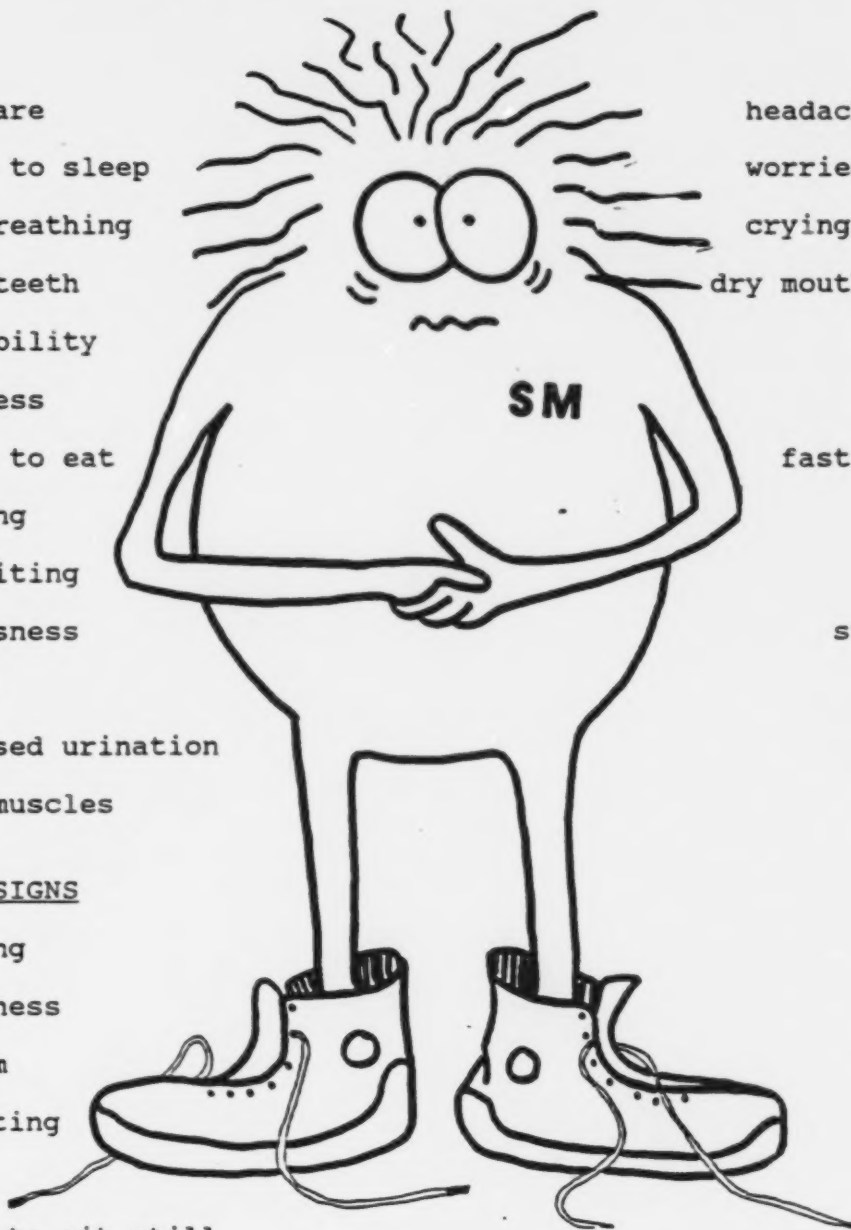
trembling

stomach ache

diarrhea

shaky legs

tapping feet



Lesson #6

Stress Overload

Objective: To help students understand that too much stress is harmful.

Word Definition: Stress Overload - too many bad stressors.

Resources Needed: #6-1 (Attached) Miles' Most Stressful Day
#6-2 (Attached) Do You Have Stress Overload?
Exercise #6-3 "My Worst Stressful Day" in the K-2 section.

Procedure: Review previous lesson.

Mini-Lecture:

1. Mini-Lecture: Explain to students that everyone has stress in their lives. For example, little babies cry, old people feel sad, and parents get upset sometimes. Stress can be a good force to enable us to accomplish certain things. We all need some stress in our lives because this helps us accomplish and achieve, for example, passing a test, giving a speech, winning an award, etc. Too much stress or too little stress is not good for us. Ask students to think of some of the following examples and tell how they would feel.
 - had nothing to do most of the time
 - never had any friends
 - felt bad all the time
 - worried about problems all the time
 - felt afraid all the time
 - had a headache or stomach ache every day.
2. Discussion: Students general reactions to these statements will be negative. Inform students that no one enjoys feeling sad, bored, sick or afraid most of the time. If people felt like this on a regular basis they should see a doctor and/or counselor. When people experience too much bad stress this can cause stress overload. Explain to students that some stress is helpful, but too much stress can be harmful and make one physically and/or mentally sick.

3. Suggested Activities:

- a. Read the story about the Miles' Most Stressful Day and discuss afterwards (Exercise #6-1).
- b. Have students complete Stress Overload Exercise #6-2 to check for stress overload. Discuss with them afterwards. You may write this exercise on the board or read statements to students. Teacher can also read statements and have students raise their hands and have students record each time they raised their hands.
- c. Ask students if they have known anyone who had too much stress all of the time. Ask if it was easy or hard to be around that person. Then ask if they think it would be easy or difficult to be that person.
- d. Have students close eyes and imagine a time when they had stress overload. Suggest that they notice what stress signs occurred in their bodies when that happened. Then ask them to pay attention to their thoughts and emotional feelings. Share discussion.

4. Review lesson with students.

Miles' Most Stressful Day

Miles was late for school because he didn't get up when his alarm went off. He missed his bus and had to walk to school. When he arrived at school he remembered that there was an assembly that morning. Miles remembered because his class was doing a play during the assembly. By the time he checked in, the assembly was over. Miles was very upset because he had a part in the play that he had practiced for. When he rejoined his class, some of his classmates were angry with him for not being there to do his part. They said that the play would have gone better if Miles had been there. He apologized, but that didn't make a difference to some of his classmates.

Some of his classmate started laughing at Miles because they noticed that, in his haste, Miles had put on one brown and one black sock. Miles felt embarrassed. The teacher instructed students to take out their homework and called on Miles to give the answer first. Miles gave his answer and everyone laughed. Miles had copied down the wrong assignment. His teacher told him to pay more attention to his assignment the next time. Miles felt a little silly. When lunchtime came around, Miles remembered that he forgot his lunch money and left it at home. He was afraid to ask his teacher, so he just sat there very hungry and watched his friends eat. That afternoon the teacher gave a test in science. Miles didn't do so well because he forgot to bring his book home the day before.

When the bell rang Miles couldn't wait to get home. When he got to his door he couldn't find his key. He tried to call his parents from his neighbor's house but no one was home. He sat on the door steps and waited. Shortly it began to rain. Miles started thinking about his day and almost started to cry, but then he saw his mother. He ran up to her and gave her a big hug. Then his mother replied, "Well, you must have had a pretty good day".

Discussion Questions:

1. Name some of Miles' stressors.
2. What could Miles have done to have a better day?
3. What would you have done?
4. Have you ever had a day like Miles?
5. What did you do?

Suggested Activities:

1. Have students retell Miles' story with a less stressful event.
2. Have students act out Miles' original story and a new version of the story.
3. Have students write about their most stressful day.
4. **Exercise #6-3** "My Most Stressful Day" in Lesson 6 in the K-2 section.

Lesson #7

Fun Ways to Handle Stress

Objective: To help students learn ways to handle stress.

Resources Needed: #7-1 How Do You Respond to Stress?
#7-2 Fun Ways to Handle Stress

A. Discussion: Good and Bad Ways to Handle Stress

Start by explaining to students that we all do things to make ourselves feel better when we have bad stress. Ask students to share what fun things they do to make themselves better when they are sad, scared, or angry. Write students' responses on the board. Then include the following list of things students can do to get rid of bad stress and their effects.

Good Ways to Handle Stress	Can make you feel. . .
share your feelings	better
talking with someone	happy
think of good things	safe
do things that you enjoy	great
play, sing, dance,	good
draw or color pictures	proud
tell a joke - laugh	funny
daydream	creative
read or tell a story	lovable
listen to music/play an instrument	relax
hug someone	calm
exercise, running	healthy
ride bike	special
going to a movie	
do something nice	
take slow, deep breaths	centered
relax tension in the body	clear-minded
Decide to make bad stress	confident
into good stress	

Bad Ways**Healthy vs Unhealthy?**

- keeping feelings inside
- worrying a lot
- not talking about it
- hitting someone
- smoking cigarettes
- drinking alcohol
- using bad drugs

- hurting yourself
 - doing anything too much
- For example, eating, sleeping
watching television

- feel more sad, mad or scared
- feel sick
- feel helpless, lonely
- can hurt you or someone
- can hurt your body
- can cause a illness/disease
- can make you act silly
- can make you sick
- can kill you
- can harm your body
- can harm your body

Inform students that everyone has a choice in deciding how to handle stress. Learning about positive ways to cope with stress, enables one to be aware of the many good ways to handle stress or changes in his/her life.

B. Suggested Activities:

1. Have students complete **Exercise #7-1 - How to Respond to Stress?**
Have students complete **Exercise #7-1** in K-2 section.
2. Have students act out some of the good ways to handle stress.
3. Have students do an interview with family members or classmates about a good and bad way to handle stress.
4. Have students make a collage about ways to handle stress.
5. Show students a film - **The Harmful Effects of Substance Abuse.**
6. Have students color **Exercise Lesson 7-1** in K-2 section.
7. Have students write a story about a funny experience or how they handle a stressor in a good way.
8. Have students color on top half of sheet in a body outline how they feel about themselves when they handle stress in a bad way.
On bottom half in a body outline, they can color how they feel about themselves when they handle stress in a good way.

9. Have students close eyes, take 3 slow, deep breaths and imagine being in a stressful situation. Have them pay attention to how their bodies feel and what happens. Next, have them imagine being in that stressful situation and using some new skills they have been learning. Pause 20 seconds. Then they can open their eyes and share in a discussion.

C. Review Today's Lesson

How Do You Handle Stress?

Exercise: To get an idea of how some students are handling their stress, read the following exercise and discuss their answers.

1. You come to a problem on a test you can't do. Do you:

a. panic	d. guess
b. think about it for awhile	e. other _____
c. go to the next problem	

2. You are asked to read a speech in front of your class. Do you become:

a. nervous	c. happy
b. take a deep breath and try to stay calm	d. refuse to do it
	e. other _____

3. Your parent is late picking you up. Do you become:

a. mad	c. afraid
b. worried	d. other _____

4. Your mother tells you that you have to do your homework over. Do you become:

a. upset with her	c. take a long time to do it
b. do it over again willingly	d. other _____

5. You lose your money. Do you become:

a. sad	c. worried
b. hopeful that you will find it	d. upset
	e. other _____

6. Someone calls you a name. Do you:

a. talk with them about it	c. ignore them
b. get upset	d. hit them
	e. other _____

7. Someone tells you that they like you. Do you become:

a. embarrassed	c. not sure how to respond
b. happy	d. other _____

8. You have a fight with you friend. Do you:

a. call him/her later and talk about it	c. make a new friend
b. stay angry	d. other _____



Lesson #8

Positive Expressions of Anger

Objective: To have students learn ways to express anger.

Resources Needed: Paper bags, pillow, play-dough, jar and mirror.
Exercise #8A-D - Pictures of Anger Releasing

Procedure: Review previous lesson.

Mini-Lecture:

Explain to students that anger is a normal feeling and that we all feel anger at different times in our lives. It is good for people to express their anger in a positive way rather than to keep it pinned in. When we keep our feelings inside, these feelings build up and cause stress reactions in our bodies. For example: headaches or stomach aches.

There are positive and negative ways of handling anger. Negative ways of handling anger usually cause one to get in trouble or to get hurt.

Ask students to remember a time when they were angry and think about positive and negative ways they have expressed it. List them on the board.

Positive Ways

Talk it over
Report it to an adult
Talking a walk
Count to ten
Take a deep breath
Release tension in body

Negative Ways

Fighting
Hitting
Teasing
Cursing
Threatening someone

Exercise:

Discuss the following topics with students:

1. Ways in which their parents express anger.
2. How some people have used their anger in a positive way for change, for example: Dr. Martin Luther King, Mahatma Gandhi, Dr. Charles Drew, Mary McCleod Bethune.
3. How negative anger leads to violence.

4. How some people displace their anger on innocent people or animals.
5. How anger can control us if we don't handle it healthily.
6. How they feel about themselves when they take anger out on someone who doesn't deserve it.

Suggested Activities:

1. Have students draw a picture of their ways of getting anger out. Put the pictures up on a board.
2. Set up an anger center in the back of the classroom. In a bag put a pillow, clay or play-dough, newspapers, mirror and plastic bottle for students to use when they get angry. Call the bag the Anger Bag. List on it ways to get anger out.
3. Have students color anger on a sheet of paper. Post them.
4. Have students close eyes and imagine being angry. They should pay attention to the main places they feel the angry tension inside their bodies. Then breathe calm feelings into those body parts and release the anger. Open eyes and discuss experiences.

Activity:

After you have brainstormed various ways of dealing with anger, have the students act out various ways in a pantomime. You may want to list these ways on the board in addition to your lists of ways of handling anger. You may go over the list with students or put the list on a small piece of paper and have students act them out. This list is taken from Susan El-Shan's book 28 Ways to Vent Anger.

1. A minute growl
2. Pillow punching
3. Clay play or pounding
4. Newspaper tear
5. Running up and down stairs
6. A one minute scream
7. Shake a bottle up
8. Dancing to music
9. Write an angry letter
10. Talk to an empty chair

11. Wring a rag out tight
12. Push and shove against a door
13. Stomp your feet
14. Pencil tapping
15. Make angry faces
16. Stretch exercises
17. Sit on a real hard chair
18. Slam a door
19. Nail pounding
20. The Mad March
21. Huff and puff sounds
22. Count to 10

Other Anger Releasing Activities:

1. Bubble trouble. Each student receives a piece of bubble gum. He pretends the gum is the source of his anger. Upon the start signal, he begins chewing, first slowly and then faster and faster. He blows bubbles and then pops them. Student can pretend to receive gum and participate in this activity also.
2. Shove it!! The students position themselves against an outside wall. They pretend that the wall is the source of their stress. On signal, they push their hands, arms, shoulders, and backs against the wall.
3. The running rage. Move outdoors to a track or a gym field for this activity. The students imagine that the source of their stress is just ahead of them. The students begin to run after the "source". They start slowly and then begin to pick up the pace, until they are running as fast as they can.
4. The cracker crunch. Students are to pretend that the soda crackers placed in the center of the table are the source of their stress. They begin munching slowly on the crackers, then faster and faster.
5. Beat it!! Taking an old pillow, each student beats with his fists on the pillow in an attempt to beat his anger out of his system. It is advisable for the students to cradle the pillow in their laps while beating to avoid hand injuries which might occur if the pillow is resting on a hard surface.

This activity can also be used with dough, clay, or Play Doh.

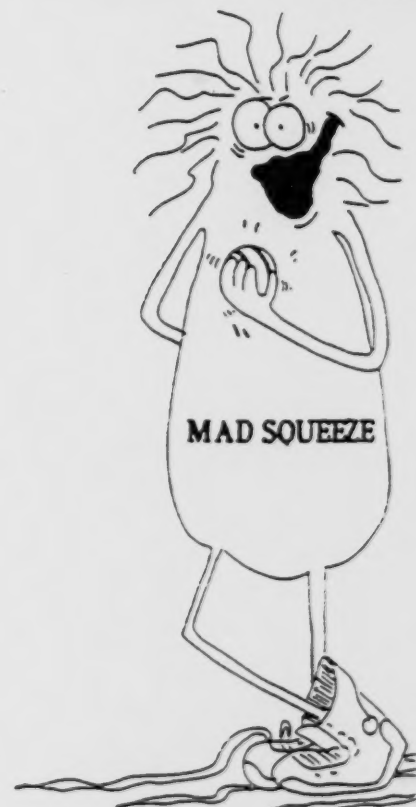
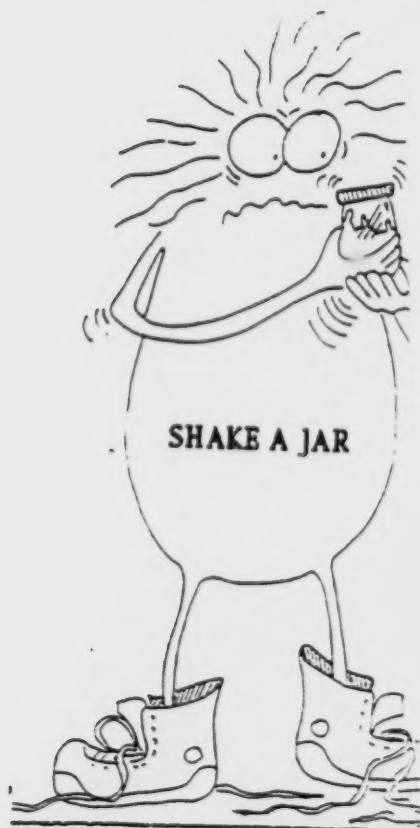
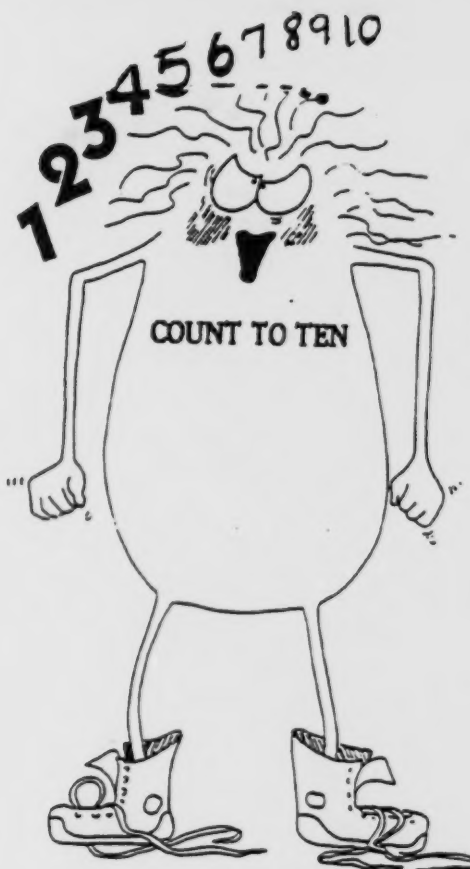
6. Magazine Madness. Using old magazines, each student begins tearing a magazine up. He can tear single pages or several pages at a time. He must pretend that his anger is centered in the magazine pages. When the time is called, the floor will be covered with a mound of paper. Students usually enjoy stuffing the scraps in the trash basket as another anger activity.
7. Glaring Glimpses. Position students across from each other in twos. Have students on one side make faces (cut eyes) at the other group. The second group then has permission to glare, sneer, growl, etc., back at their partners. No physical contact is allowed.
8. The Mad Monologue. Ask the child to think about a person with whom he is angry. Ask him to imagine that person is the puppet in his hand. He tells the "person" what he is angry about. He may yell, move around, point his finger, shake the puppet, use a lot of energy.

Discuss the importance of verbalizing angry feelings. Discuss the significance of being able to talk about how they feel after they have worked through some of their anger in an appropriate ways.

9. Role Play. Role play some stress-producing situations and discuss them with the students.

ANGER RELEASING ACTIVITIES

BEAT CLAY



ANGER RELEASING ACTIVITIES



MAD GROWL



ANGER SCREAM

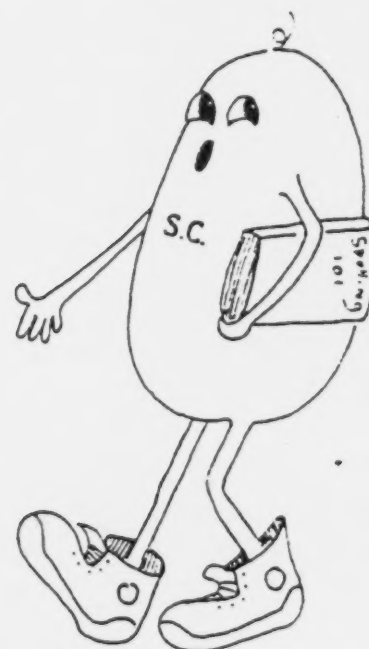
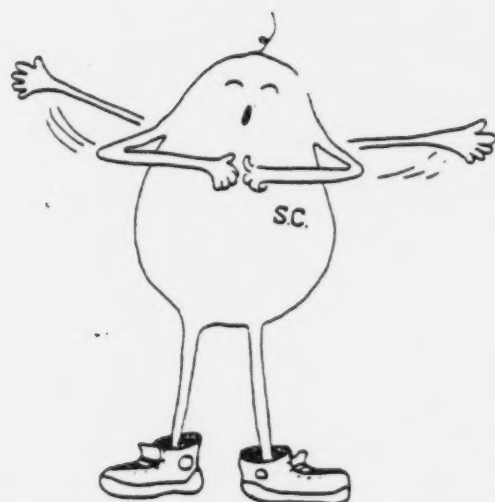
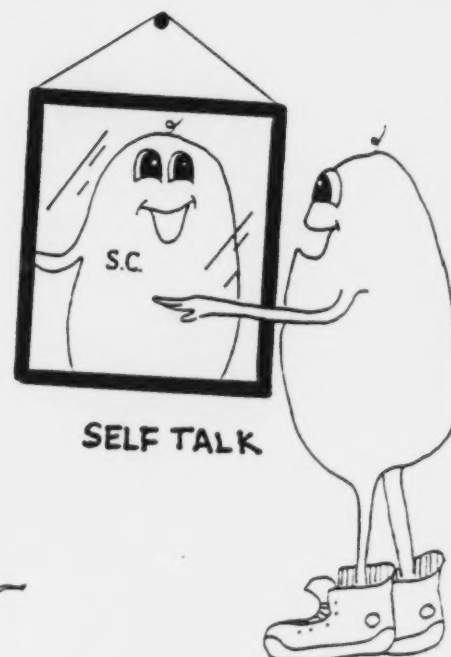
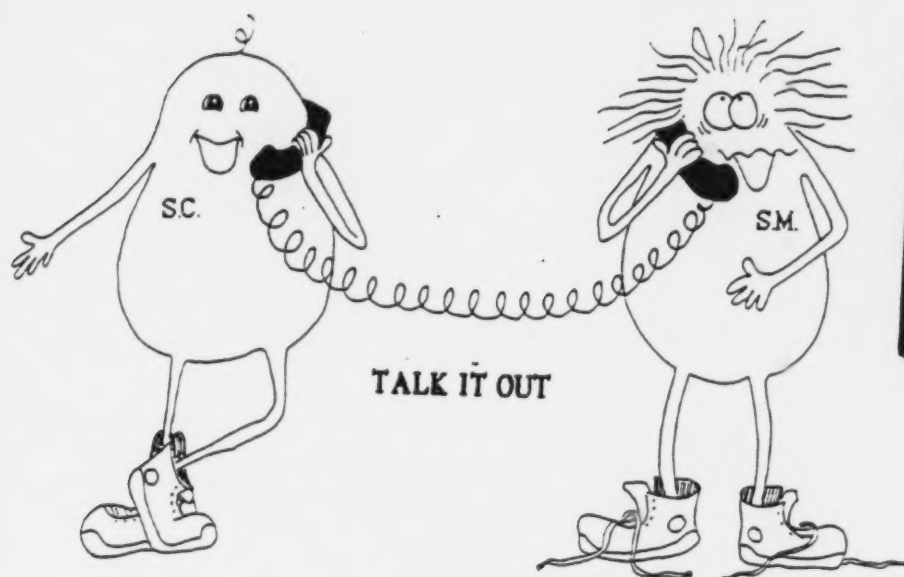


PUNCH A PILLOW



MAKE FACES

OTHER ANGER RELEASING ACTIVITIES



Take a Deep Breath and Blow It Out!

WALK AWAY

ANGER RELEASING ACTIVITIES



ANGER STOMP



MAD DANCE



MAD RUN



TEAR NEWSPAPER

Lesson #9

Positive Statements

Objective: To have students learn how to make positive statements.

Word Definitions: Positive statement - good words about ourselves or others.

Negative statement - bad words about ourselves or others.

Resource: Poem #9-1 - The One Who Thinks He Can
Exercise #9-2 - My Positive Statement

Procedure: Briefly review previous lesson.

1. Mini-Lecture and Discussion:

Read the poem to students and discuss with them what it means. Have children give their interpretation of the story. Stress to students that one's thoughts are powerful and important. Thoughts can make a person achieve or fail, depending on the kind of thoughts they are -- positive or negative. Define positive and negative statements. See definitions above.

Give an example of a positive statement. For example, I am smart, I can achieve, I enjoy learning. Next give an example of a negative statement. For example, I am dumb, I can't do it, I hate learning.

Positive or good statements help us feel good about ourselves. Whereas negative and/or bad statements make us feel bad about ourselves. Ask students to think of as many good or positive statements about themselves as they can. Give everyone a turn and list their answers on the board. Encourage students to use positive statements often. Go over lesson on how to make a positive statement.

2. Directions:

A. Ask students to start all their positive statements with I

am and then add a positive word.

Examples: I am + a positive word.

I am beautiful.

I am proud.

- B. Another way to make a positive statement is to begin with I can and then add a positive word.

Examples: I can + a positive word.

I can read.

I can learn.

I can relax.

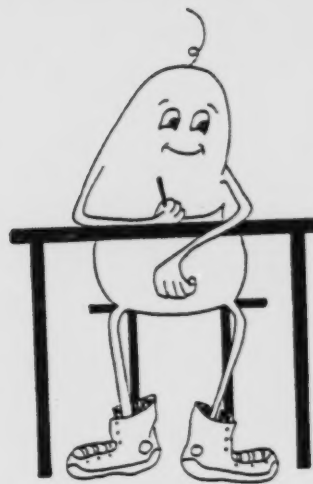
3. Activities:

1. Have students write down positive statements.
2. Have students write a story or poem about positive statements and color them.
3. Hang positive statements around the classroom. Paste them on students' tests.
4. Have students act out a positive statement.
5. Have students stand up and read their positive statements. Encourage them to read statements with confidence and expression.
6. Have students write positive statements for stressful situations. Let them draw a picture of a stressful situation and write down thoughts before using positive statements. On another piece of paper have them draw the solution, along with writing down the positive statement.
7. Have each student stand up and loudly say "I AM (Name)" as a special positive statement.
8. Pair students and have 1st partner say a positive statement about self and 2nd partner say "Yes, you are _____". Then partners switch roles. Discuss afterwards what their experiences were.

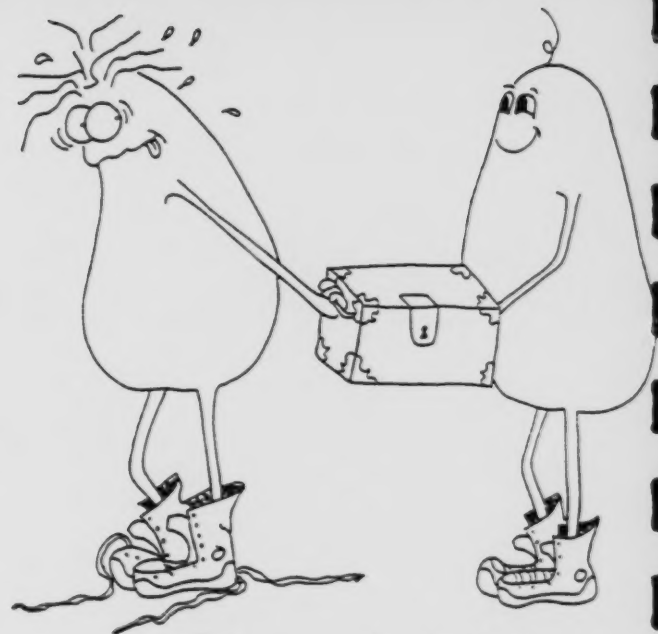
9. Have students color on top half of sheet in a body outline what they feel like inside when they make negative statements about themselves. On bottom half color in body outline what they feel like inside when they make positive statements about self. Post around room.
4. Teacher Suggestions:
 1. Begin each lesson with a positive statement.
 2. Have students use positive statements right before a test. For example, I am going to do my best on this test. I will remember all that I need to know. I am calm and relaxed. The right answers will come to me.
 3. Encourage students to use positive statements often at school, at home, in the morning, and at bed time.
5. Briefly review today's lesson.



I am nervous.
(Bad Example)



I am calm.



I am helpful.

THE ONE WHO THINKS HE OR SHE CAN!!!

If you think you are beaten, you are;
If you think you dare not, you don't !
If you'd like to win, but think you can't
It's almost a cinch that you won't

If you think you'll lose, you're lost;
For out in the world we find
success begins with a fellow's will;
It's all in the state of mind!

If you think you're outclassed, you are;
You've got to think high to rise.
You've got to be sure of yourself
before you can win the prize.

Life's battles don't always go
to the strongest or fastest one;
But sooner or later the one who wins
is the one who thinks he or she can!

Draw a picture of your positive statement

MY POSITIVE STATEMENT

I AM _____

I WILL _____

I CAN _____

Developed by Jennie Trotter, Wholistic Stress Control Institute, Inc., Atlanta, GA.

Lesson #10

Breathing Exercises

Objective: To help students understand how breathing can reduce stress.

Resources Needed: Breathing Exercise taken from Centerplay by Holly Young Huth
Coloring Exercise #10-2
Horrendous Harry #10-1

Procedure: Review previous lesson.

Mini-Lecture and Discussion:

- The air we breathe is very good for us.
- Our normal breathing consists of shallow breaths. (Have students place their hands over chest to notice shallow breathing).
- The more air we breathe in helps our bodies to be calm and relaxed.
- Deep breathing is a form of taking more air into the body.
- When we don't get enough air into our bodies it is easier to feel tense in our bodies, think negatively with our minds and feel uncomfortable emotions.

Exercise: Have children attempt this deep breathing exercise.

1. Sit up straight and exhale all the air from your bodies.
2. Take a deep breath through your nose, not your mouth. Your nose has hair in it to catch germs in the air.
3. Bring the air in and let it expand your body, chest, and fill up your stomach.
4. Hold your breath for a couple of seconds.
5. Exhale the air slowly through your mouth or nose. Relax your stomach and chest.
6. Repeat 2 - 3 times.

Developed by Jennie Trotter, Wholistic Stress Control Institute, Inc., Atlanta, GA.

Other deeping breathing exercises include:

1. Ballons-Balloons: Have students imagine that their bodies are balloons and they have to fill them up and then deflate them.
2. Clouds: Have students imagine that their bodies are puffy clouds. When they inhale, the cloud is full and when they exhale the cloud is empty.
3. Body Parts: Have students imagine that they are blowing up different body parts - head, ears, hands, legs, etc.
Variation: Have students blow up their entire body and become a balloon floating in the air.
4. Colors: Have students imagine that the air is a special color and have them inhale it and send it through their entire bodies, then release it.
5. Baking Smells: Have students imagine that with each breath they are smelling something good that is baking in the oven. Have them take five (5) deep breaths in order to get close to the baking them. When they have reached it, have students tell what they were smelling.
6. Giant People: Have students use each breath to grow larger and larger. Have them take at least six (6) breaths before they become huge giants. Then have them exhale the air out to become their regular size again.
7. Magic Breath: This exercise encourages children to send their breath to parts of their bodies that are tense or in pain.

"Did you know that our breath can be magic in a way? We can send breath to parts of our body that don't feel good. Since you don't feel any pain right now, let's just practice for when you feel that something hurts. Okay? Now, squeeze one of your hands so tightly that it hurts. Breathe into your hand, allowing your breath to soften your pain. Imagine your magic breath is massaging your hand".

8. Slow and fast. With the help of a musical instrument, ask the children to change the breathing from slow to fast. Talk about instances when people tend to breathe quickly (ex. scared) and

when people breathe slowly (ex. sleeping, relaxed).

9. Quiet Gear. Set the tone by having your child lie down on the floor in a dim quiet room, gradually lengthening the time from seconds to a few minutes: "Close your eyes. Put on your quiet gear. Ok, let's see how long you can lie quietly". Wait. "That's great, you were still for seconds".
10. Balloon Breathing. Diaphragm breathing is an important part of the process. It may take a few tries to get the knack. The count, spoken in a calm voice, should be slow and easy. "Put one hand on your chest and the other on your stomach. Breathe in and out so your stomach inflates like a balloon as you breathe in and deflates as you breathe out. Breathe in 1, 2, 3, 4. Hold it 1, 2. Breathe out 1, 2, 3, 4, 5. Let's do it again, saying the word R-E-L-A-X as you exhale".

Have your students practice several times a day, lying down, sitting and standing until he can use the new skill when he needs it. Explain that he can use relaxed breathing whenever he feels upset, tense or angry. Praise him for practicing and using the skill.

11. Puppet Arms and Legs. The next exercises teach the child to gradually reduce tension in the muscles throughout the body. We've divided them into three parts: limbs, torso and head. Each time you begin a practice session, start with relaxed breathing.

"Pretend your arm is attached to a string, like a puppet. Make a fist, raise your arm about 6 inches off the ground and tighten your muscles". Demonstrate "Count to 10 - 1, 2, 3, 5, 6....10. Inhale. Hold it, and while exhaling, let your arm drop suddenly like a puppet's whose strings were cut". Pick up her arm and see that it's limp. "Good. your arm may feel tingly, heavy or light, maybe even warm. That's very good". Repeat this step with each arm until your students have the idea.

"Focus your attention on your feet and legs". If you or your students have back problems or experiences discomfort with this step or the next one, stop this part of the exercise until you check with your physician. "Straighten

your right leg and flex your foot so your toes point to your head". Keeping it stiff, lift your leg a few inches. Breathe 1,2,3,4. Hold it. Let go. Drop your leg with a thud like a marionette whose strings were cut. Relax. Exhale 1, 2, 3, 4, 5. Good. Now let's do it with our other leg".

12. Stomach of Steel. "Pull in your stomach making it as flat as you can. That's right. Now hold it, counting 1, 2, 3, 4, 5, 6...10. Breathe in, say relax as you exhale and release your stomach muscles". Repeat. "Now arch your back and try to lift it off the floor. Good. Hold it. Breathe in 1, 2, 3, 4. Let go, release and slide down to the floor. Let's try it again".

13. Monkey say, Monkey do. Student is lying on his back. "Lift your head, touching your chin to your chest. At the same time, squint as though a flashlight is shining in your eyes, grit your teeth and form the shape of an "O" with your lips.

"Suddenly, let your head drop to the floor, your mouth fall open and think how relaxed you feel from head to toe".

End each session with relaxed drop to the floor, your mouth fall open and think how relaxed you feel from head to toe".

14. Fast Heart/Slow Heart. Have students place a hand on chest, feeling the heart beat as the chest moves. Next they should run in place with hands at sides for 60-90 seconds. When stopped, instruct them to immediately place hands on chests again, noticing how fast their hearts are beating and chests are moving. Then, have them take 7 or 8 slow, deep breaths together. At the end of the deep breathing, have students place hands again on their chest and check how their breathing rate has slowed down. Explain that their hearts are beating more slowly and chests are moving more slowly because THEY slowed them down by breathing deeply.
15. Warm Breathing. Discuss with students that when their bodies are relaxed and they are breathing slowly and deeply, their hands will be warmer. When they are upset, their hands will be cooler. Have them place their hands on their neck near the jugular vein where the neck is always a warm temperature.

If their hands are the same temperature as their necks, it means they are more relaxed. If their hands are cooler than their necks it means they are not as relaxed as they could be. Then have them close their eyes after they have felt their hands against their necks and placed hands in their laps. Choose one of the above breathing exercises to do with children. Afterwards, have them check their hand temperature against their necks and ask if anyone noticed any changes.

16. Grounded Breathing. Have students stand up and close their eyes. Then say, "imagine you are a tree. Your roots are in the ground. Breathe in the energy from inside the earth into your feet. Inhale it in - 1, 2, 3, 4, 5. Hold the energy. Now exhale the energy in your feet back into the ground, 1, 2, 3, 4, 5. "Repeat 4-5 times. Then students can open eyes and ask them how they feel. Tell them this exercise can be used when they feel spacy, confused, have trouble making decisions, when they feel pressured and when they are tired.

Discuss exercises with students afterwards.

Talk with students about different times when they should use deep breathing exercises, for example:

1. When they get nervous.
2. Right before a test.
3. When something scares them.
4. When they get angry or upset.
5. When get excited.
6. When they want to relax their bodies.

Have students complete Exercise # 10-1 & 10-2.

Horrendous Harry

Harry was a very clumsy horse. He tripped over so many things that it was hard for him to trot like the other horses without making any noise. Everyone would laugh so much that they renamed him Horrendous Harry because he was always doing something funny. Horrendous Harry didn't mean to be funny and he really wanted to be like the other horses. He wanted to trot and gallop without being clumsy. There was no such luck because the more he tried not to be clumsy, it seemed like the clumsier he became.

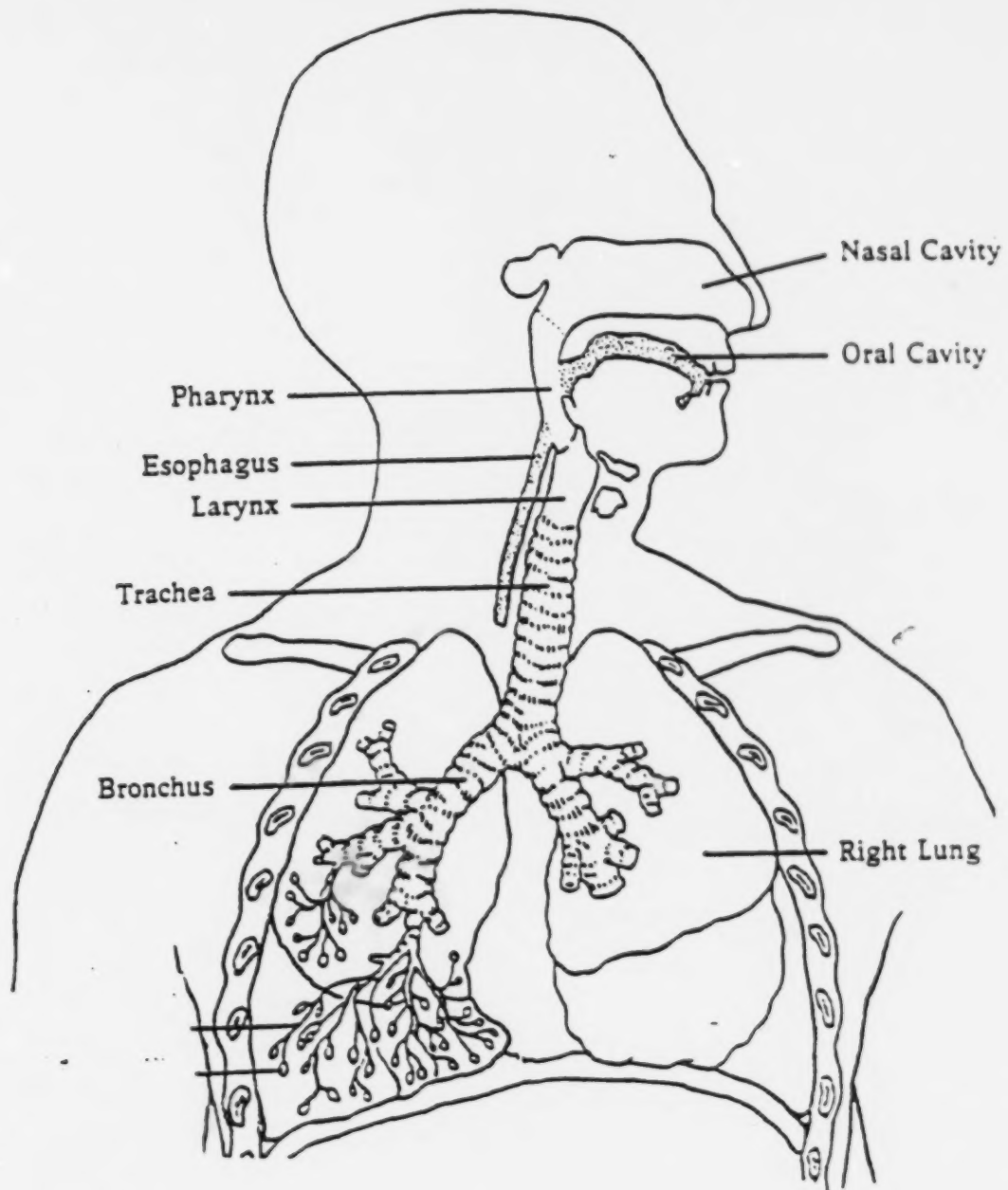
One day when he was trotting in a great big beautiful field where the grass and leaves were so green, he noticed a pretty unicorn. He was amazed by the unicorn's beauty and poise. The unicorn had a gallant gallop. He watched the unicorn and noticed that each time the unicorn galloped, her chest would rise and then go down. He wondered what the unicorn was doing. Then he thought to himself if only he could trot as gallantly as the unicorn. Then he noticed the unicorn approaching him and he got a little scared. The unicorn told Horrendous Harry not to be afraid and that her name was Marvelous Marva. Harry smiled Marvelous Marva and told her how beautiful she was and he complimented her on how gallantly she trotted. She thanked him and told Harry that he was quite handsome, too. Harry blushed. Harry noticed Marva's chest going up and down while they were talking. He got up enough nerve to ask her what she was doing. Marvelous Marva told Horrendous Harry that she was taking deep breaths. Harry asked her why. Marvelous Marva told Harry that deep breathing helped her stay calm and relaxed. This made her trot more with confidence and courage. Horrendous Harry asked Marva if deep breathing would help him trot without being so clumsy and nervous, too. Then Marvelous Marva said, "Let's try it together". "Breathe in 1, 2, 3, 4. Hold 1, 2. Breathe out 1, 2. Now let's try in again. Breathe out 1, 2, 3, 4. Again"

Horrendous began to relax with each deep breath. He began to feel so much better, but he was afraid to try to trot. Marvelous Marva encouraged him to try, so he did. First he took a couple of deep breaths and started to gallop. He tripped a little and was about to give up when Marva insisted that he try it again. She whispered in his ear, "Just say to yourself you can do it and believe that you really can and it will work". Horrendous tried it again and this time he didn't stumble or trip. He kept breathing in and out each time he trotted. "My, what a difference this makes", he thought to himself. He looked at Marvelous Marva and she smiled at him. He was so happy.

Today was a special day for him, not only because he learned how to breathe and gallop, but especially because he made a new friend. Marvelous Marva and Harry galloped off together and continued to breathe in and out. Together they would say: Breathe in 1, 2, 3, 4. Hold 1, 2. Breathe out 1, 2, 3, 4. Repeat".

Later his friends started calling him Handsome Harry because of his gallant trot.

NAME _____



Developed by Jennie Trotter, Wholistic Stress Control Institute, Inc., Atlanta, GA.

Lesson #11

Relaxation Exercises

Objective: To help students learn how to relax.

Resources Needed: The Centering Book. Relaxation exercises A, B, and C are written in detail in this lesson. Teacher can order relaxation tapes. Please check reference list and/or school library.

Procedure: Review previous lesson.

Mini-Lecture:

Start by telling students what the word relaxation means. Relax - to be at ease or to be calm. Ask students to think of a time when they were relaxed or calm. How did it feel? Where are their favorite places to get relaxed? Inform students that relaxing helps our bodies to rest and get energy to do other things.

Inform students that you would like to do a relaxation exercise with them in the classroom. Before doing any relaxation exercise,

1. have students get comfortable.
2. explain that this may feel a little awkward for the first time but for them to give it a try.
3. if you have any soft music play it in the background.
4. encourage students to relax as much as possible.
5. explain that some people find time to relax in order to deal with stress.

Relaxing can be a fuel for our bodies and minds similar to the way food is a fuel for us. When you're hungry, your stomach tells you there is a need for food. When your body is tired, it is signaling to you that it needs rest.

NOTE: Have students lay on floor or the carpet, if you have one, or they can use their coats.

Have students color on top half of sheet what their bodies look like inside before a relaxation exercise. Then after the relaxation exercise have students color what they look like inside when they are relaxed on bottom half of sheet. Post and discuss.

A. Progressive Relaxation Exercise: Read to students.

1. Start by taking a couple of deep breaths. Breathe in. Hold. Let it out. Repeat three times.
2. As you breathe in on your own say to yourself as you inhale "I breathe in calmness and peace. I breathe out any unpleasant feelings." Repeat three times.
3. Close your eyes and using your imagination, imagine a soft warm light surrounding your body. This light is gentle. It can be whatever color you want. As it surrounds your body, you begin to feel very relaxed and calm. This is a very nice feeling. Enjoy this feeling.
4. You may want to think of something very beautiful like a flower or a garden. You may also want to say some kind words to yourself. You may want to say that you really like yourself or that you are really special or that you are very smart. Whatever your kind words are to yourself, just enjoy them. My kind words for you are -- you are so beautiful, special and smart. Repeat three times.
5. It feels real good to be relaxed. Just enjoy the feeling. In a moment, I will begin to count to 10. When you hear me count start moving your body very slowly and open your eyes. We have had a good relaxation break, now our bodies are rested and prepared for learning new things. Take one more deep breath. Now I will begin to count. 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 -

Discussion: Have a brief discussion with students and ask them:

1. Who liked the relaxation exercise and why?
2. Who didn't like the relaxation exercise and why?
3. How many people feel better?

B. Simon Sez Muscle Relaxation Exercise

Read exercise to children. Give children a turn to be the leader once they understand how the game is done.

C. Tension-Relaxation Exercise

This exercise will help students relax different parts of their muscles.

Suggestions:

1. Have students write their own relaxation exercise.
2. Have students read different relaxation exercises.
3. Have students put their relaxation exercises on tape and listen to them.
4. Start a listening center in the classroom with relaxation exercises and tapes for children to use.
5. For additional exercises, use the Centering Book.
6. Have students complete exercise, "How Do Your Relax"?

B. SIMON SEZ RELAXATION GAME

DIRECTION: Teacher - Hello! Today we are going to play a Simon Sez game of relaxation.

Simon Sez: Sit back quietly and listen to this tape.
Simon Sez: Close your eyes.
Simon Sez: Try to make your eyebrows touch your hair.
Simon Sez: Relax your eyebrows and let your forehead become very relaxed.
Simon Sez: Squeeze your eyelids tight, real tight.
Simon Sez: Relax your eyelids and let your eyebrows become very, very soft.
Simon Sez: Wrinkle up your nose. Wrinkle you nose right up.
Simon Sez: Relax your nose and let your face and nose become so soft.
Simon Sez: Press your lips together. Squeeze them real tight.
Simon Sez: Relax your lips and them become very soft.
Simon Sez: Lift your shoulders and try to touch your ears.
Simon Sez: Relax your shoulders and let them become soft, so soft.
Simon Sez: Pay attention to how nice and relaxed your shoulders and back are becoming.
Simon Sez: Make both hands into fists. Make them as tight as you can.
Simon Sez: Notice how your breathing changes when your body is tense.
Simon Sez: Relax your fists, relax your hands, and relax your fingers.
Simon Sez: Pay attention to how nice and comfortable your hands and fingers are feeling.
Simon Sez: Show me your arm muscles. Make your arms muscles real tight.
Simon Sez: Relax your arm muscles and notice how limp they are becoming.
Simon Sez: Notice how comfortable you feel.
Simon Sez: Make your stomach as hard as you can pulling it way in.
Simon Sez: Notice how your breathing changes when your stomach is tense.
Simon Sez: Relax your stomach and notice how limp and loose your muscles are becoming.
Simon Sez: Lift up your legs and your feet right off the floor and hold them.
Simon Sez: Relax your legs. Notice how nice and relaxed they feel.
Simon Sez: Press your feet down against the floor.
Simon Sez: Relax your feet and let them become so limp.
Simon Sez: Notice how relaxed all of your muscles are and how comfortable you feel.
Simon Sez: Take a nice, slow, deep breath and hold it.
Simon Sez: Let the air out, let every muscle relax, and let yourself go.
Simon Sez: Let yourself sit quietly. You can pretend that you are a loose, limp doll. Continue to breathe in and out.
Simon Sez: I will count backwards from 3 to 1 and when I say 1, you can open your eyes. 3....2....1....
Simon Sez: You can make yourself nice and relaxed whenever you want to. You did a fine job.

C. Tension-Relaxation Exercises

1. To begin, close your eyes as tightly as you can. Hold for the count of five - 1, 2, 3, 4, 5. Then, relax the eyes, letting all the tension in the eyes. Take a deep breath, and let it go slowly.
2. Next, raise your eyebrows up as high as you can. Hold for the count of five. 1, 2, 3, 4, 5. Then let go all tension. 1, 2, 3.
3. Open your mouth as wide as possible and hold for the count of five. 1, 2, 3, 4, 5. Relax and let it go. 1, 2, 3.
4. Stick out your tongue as far as possible and feel the tension in your neck. Hold for the count of five. 1, 2, 3, 4, 5. Relax and let go. Take a deep breath and let it out slowly.
5. Now, raise your shoulders up under your ears and hold them as tightly as possible. Feel the tension in your shoulders. Hold for the count of five and let go.
6. Now, make a fist with both hands. Hold them as tightly as possible for the count of five, then relax and let all the tension in the arms and hands.
7. Next, pull in your stomach as though you were trying to touch your stomach to your backbone. Feel the tension in your stomach. take a deep breath and let it our slowly.
8. Stretch your legs away from your body as hard as you can, pulling your toes toward your face. Feel the tension in the back of your legs. Hold for the count of five, and then relax and let go all tension. See how good it feels to release all the tension. Take a deep breath and let it go slowly. As you breathe out, feel all the tension leaving your body.
9. Now stretch your legs away from your body as hard as you can, pulling your toes away from your face. Feel the tension in the tops of your legs and ankles. Hold for the count of five.

Then let go and relax completely.

10. Tense your whole body. Hold for the count of five, and then let go and release the tension all over your body. Take a deep breath and let it out slowly.

D. Self-Directed Relaxation

1. To begin, close your eyes and pay attention to your breathing. I will say a series of phrases like "My face is relaxed" and leave time for you to silently repeat the phrase with your mind to your body. I will tell you when we are finished. We will begin now.
2. My breathing is deep and even. (Pause 5 sec.)
3. My face and head are deeply relaxed. (pause 5 sec.)
4. The tension in my neck and shoulders is leaving. (Pause 5 sec.)
5. My arms and hands feel warm and relaxed. (Pause 5 sec.)
6. My chest and stomach feel calm and relaxed. (Pause 5 sec.)
7. The tension in my legs is leaving. (Pause 5 sec.)
8. Warmth and relaxation are flowing into my feet. (Pause 5 sec.)
9. My whole body is relaxed. (Pause 5 sec.)
10. I feel good about myself when I relax. (Pause 5 sec.)

I am finished with the phrases now. Pay attention to how your body feels at this time compared to how it felt before the exercise. (Pause 10 sec.) Now breathe fresh energy into your body as you stretch your muscles. You can open your eyes when you are ready.

Name _____

How Do You Relax?

Directions: Remember it is important for your body to get a complete break from stress by relaxing. Fill in the exercise below and tell how you relax.



1. Best time of the day for you to relax. (Morning, noon, evening, night)

My best time is: _____

2. Best quiet place in your house for you to relax.

My best time is: _____

3. Things you do to get comfortable. (Take off shoes, listen to music, lay down)

I: _____

4. Some thing you do to become relaxed. (Take deep breaths, massage yourself, tense and relax your body).

I get relaxed by: _____

5. Think some good or pleasant thoughts or a pleasant word.

My pleasant thought or word is: _____

6. Continue to practice relaxation exercise.

My practice times are: _____

7. Results of practicing. (More calm, relaxed, in control)

I noticed the following results after practicing relaxation exercise: _____

by

Lesson #12

Visualization Exercise

Objective: To help students learn how to visualize.

Resources Needed: Centerplay by Holly Young Huth
He Hit Me Back First by Eva D. Fugitti
Exercise #12-1 "My Daydream Story"

Procedure:

Start by asking students to close their eyes and use their imaginations to see pictures in their mind: a birthday cake, a bicycle, a ball.

Then have students open their eyes and tell what kind of cake it was, describe the bike, and how big the ball was.

Explain to students this ability to see pictures in their minds is call visualization. The stem word is vision, which means to see. In order to visualize our imagination is used to help create pictures of people, places and things.

Ask students to close their eyes again and visualize a picture of their mother. Next tell them to visualize a picture of a park or circus.

Ask students if they would like to take a trip in their minds using visualization (their ability to see pictures or visions).

1. Start by taking a few deep breaths very, very slowly.
2. Next have students close their eyes and listen to you.
3. If you have soft music you can play it in the background.
4. Next begin reading the exercise below.

A. Imagine that you are on a sandy beach. The day is very pretty and the sun is hot. You can feel the sun on your skin. It feels nice and warm. You walk towards the beach and feel the nice warm sand under your feet. The water is clear blue and very pretty. You touch it and feels

just right. You jump into the water and play for awhile.
(Pause 5 seconds).

After you have played enough you return to the beach and lay down on your blanket. Your body is breathing real deep because you played so hard. You take a couple more deep breaths and begin to feel very relaxed and calm. You feel a gentle breeze on your forehead and you hear the seagulls in the air. You look up towards the beautiful sky and notice just how peaceful you are now. You feel very good about yourself and about your peaceful day at the beach. You say to yourself that you will remember this peacefulness when you return to your class.

You take a deep breath and think something good about yourself. You lie there for a few moments, feeling the warm sun, the gentle breeze, the ocean sounds and the seagulls.

You are now ready to come back to your classroom area. You sit up on your blanket and say goodbye to the beach and return back to your classroom, feeling very rested, calm and alert.

After this is done, have students discuss their visualization exercise to the beach with you.

Other Visualization Exercise

B. Before a test

Have students close their eyes and take a couple of deep breaths before you begin. Ask students to go into their special place within their imaginations. Tell them the following:

In your special place you are very calm and relaxed. Your mind is full of wisdom and knowledge from studying for the test. This knowledge would like to come out of your mind and show just how smart you are. You feel very good about yourself. Picture the test papers being passed out to you now. You tell yourself that you will do very well and remember all the answers. If you get stuck, take a deep

breath and ask your inner self to help you. If you begin to get nervous remember to say to yourself that you have the power to calm yourself and relax. It is easy to remember when you are relaxed. See yourself doing very well on your test and feeling very proud. The test is over now, you take another deep breath and feel good you have done your best. Now students, open your eyes and we will begin.

C. Feeling Good About Yourself

"Close your eyes and pay attention to your breathing. Slowly breathe good feelings into the top of your head, filling your whole body with them. As you slowly exhale, bad feelings leave your body through your feet. The good feelings are in the form of pretty colors and as you continue breathing slowly, your body fills with the pretty colors that are good feelings. Take a couple more breaths on your own, filling your body with good feelings yourself. Pause 20 sec.

Now picture yourself feeling good and staying calm as someone acts rude to you. Pause 8 sec. Continue breathing deeply as you stay calm and realize that person being rude feels badly inside and is trying to give the bad feelings to you. But you feel so good inside about yourself that you don't pick up the bad feelings. Pause 5 sec. You feel very good about yourself for accomplishing this. Now breathe in fresh air and exhale the stale air inside your body. Stretch your muscles and open your eyes when you are ready".

Other ways you can use visualization exercises:

Creative Writing:

Have students visualize what they are going to write about first in their imaginations; then have them put it on paper.

Social Studies:

Read different social studies events to students with their eyes closed. Have them visualize the scene, people, or time. have them visualize themselves there and what they would have done differently.

Art Lesson:

Have students visualize in their minds what they are to create first, and then create it eventually.

Day Routine Visualization:

Have students visualize in the morning how they want their day to go at school. Include ideas such as cooperation, learning, expression, assignment completion, or good attitude.

Other Visualization Exercise:

The following exercises are taken from the Holly Huth book, Centerplay. She refers to these as Guided Riddle Fantasies. Read the descriptions and have students guess what each is. Encourage students to close their eyes and visualize what you're reading. Ask students not to guess before you have finished reading the entire description.

Indoor Animal: "Imagine that you are something soft and fluffy curled up on a rug by the fire, so cozy and snug. You are sleeping peacefully in your favorite place, and your soft thick fur keeps you warm as you sleep. What are you"?

Forest Animal: "Imagine that you are an animal that lives in the forest among the tall trees. You climb up on a big sunny rock and curl up to take a nap. All of your forest friends are in their places. The birds and crickets sing you to sleep. You are so relaxed and content in your forest home. What kind of animal are you"?

Seed: "Imagine that you are very tiny . . . just a little seed planted in the ground. The warm dirt around you feels so soft and comfortable. It nourishes you. The dampness of the rain and the warmth of the sun caresses you and helps you to grow. You begin to grow very slowly, pushing out roots and slowly climbing to the surface, growing bigger and bigger each day. You grow out of the ground, tall and strong. What are you"?

Under Water:

"Imagine that you are in the water where you are warm and bright. Sea plants and beautiful colored fish sparkle in the sunlight. You slip and glide through the sea. You move about completely free. What are you"? (If they whisper that they are fish, ask what kind).

Book Character:

"As you are resting there, try to imagine that you are no longer on your blanket, but rather on the pages of a book. Try to imagine yourself as being a character that you enjoy in a storybook. Maybe it's a book that you look at a lot, or maybe it's a book that you like but haven't seen very much. You could be an animal or a person. Think about being that character and doing all the things that this character does. Just be inside that special book for awhile . . . I will come around, and you whisper who you are and what you are doing".

Flying:

"Feel yourself lift and glide. You are something moving through the sky. Very gracefully you fly. Swift and fast, your town is past. Imagine yourself flying happily and smoothly through the sky . . . maybe you're looping and diving through the clouds . . . until you land gracefully on the ground. Who are you and where are you going"?

Flower:

"Imagine that you are lovely flower going up in the warm summer sun. Soft raindrops fall on your peals and leaves, keeping you cool and nourished. The breezes blow you gently from side to side. You stand in a big rolling field with lots of other brightly colored flowers. Imagine that you are growing older, and soon your petals will wilt. Along come somebody special and picks you to take home to keep in a beautiful vase. What kind of flower are you, and who picks you"?

Wave:

"It is very calm where you are. The sun sparkles on you and makes you glitter. The fish glide and children dive through you. Peacefully you sway back and forth. Gradually, gradually the sea gets rougher and you get bigger. You begin to swell,

bigger and bigger, curving up and around, almost about to fall. You break and roll across the sand . . . rolling forward and then back again to the calmness of the beginning. What are you"?

Cloud and rain: "You are floating in the air, very soft and fluffy way up in the sky. You float by the sun and cover it, getting very warm. You float by the twinkling stars at night. you try to count them, but there are too many. Very slowly in the long hours of a day you begin to get heavier and heavier, darker and darker, and damp. You turn into soft wet drops and fall gently on the ground, becoming a small puddle. What were you first and what did you turn into?

Turtle: "Imagine that you've turned into an animal. You are small, moving in the grass so tall. You move way down low, always moving very slow. Now it's time to get to bed. Inside your house you move your head. Your house on your back is snug and tight. Now it's time to say good night. What are you"?

Heart: "Breathe in ... one, two. Breathe out... one, two. In ... one, two. Out... one, two. Inside there is something thumping, thumping always as you breathe in and out. Pumping, pumping all the time. Da-da, da-da, da-da. It keeps a rhythm a certain beat. Its color is red. It keeps your body alive and lets your love. What is it"?

Suggestion:

- 1) Have students practice visualization exercise when they feel stress.
- 2) Have students write their own visualization exercise, using #12 MY DAYDREAM STORY!
- 3) Have students make a tape recording of their exercise.
- 4) Encourage children to develop their own riddles.

Coat of Arms

Directions: Fill in the six areas of the drawing below to make your own personal "coat of arms".

1. Draw two things you do well.

2. Draw a picture of a kind of home you want.

3. Draw one thing you feel proud of.

4. Draw three people whom you love.

5. Draw what you will be doing 10 years from now.

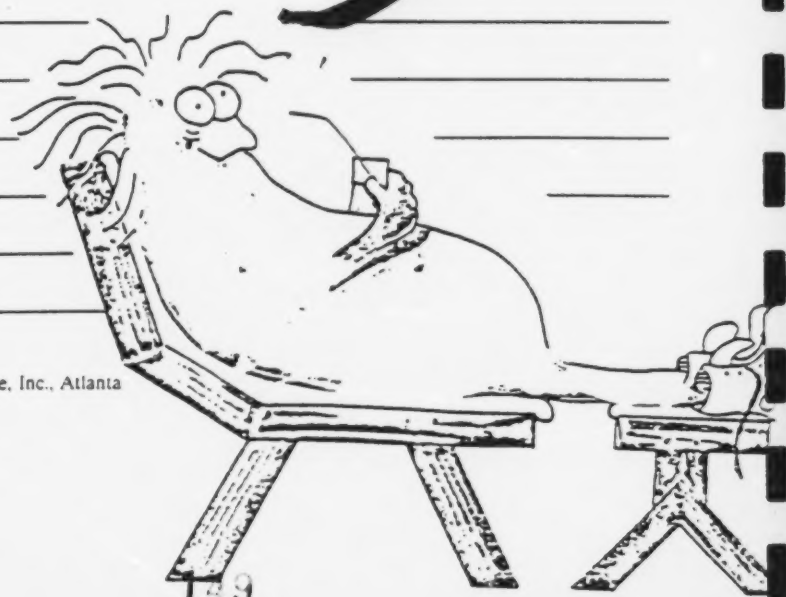
6. Write the three words you would like said about you.

Developed by Jennie Trotter, Wholistic Stress Control Institute, Inc., Atlanta, GA.

NAME _____

MY DAYDREAM STORY . . .

Developed by Jennie Trotter, Wholistic Stress Control Institute, Inc., Atlanta



Lesson #13

Self-Concept and Goal Setting

Objective: To help students develop a positive self-concept.
To help students learn how to set goals.

Resources Needed: One Hundred and One Ways to Increase Your Self-Concept by Jack Canfield and Harold C. Wells
Coat and Arms Exercise #13-1
Goal Setting #13-2

Mini-Lecture:

Explain to students the way you handle stress has a lot to do with how you feel about yourself. If you feel good about yourself, you will also feel good about the way you handle problems or if you don't feel about yourself, you will not feel good about the way you handle problems, for example:

S.C. is an average student who gets good grades and is a good player on the basketball team. When he has a problem he sits and thinks about it for awhile, then he makes a decision about how he wants to handle it. Because S.C. feels good about himself, problems don't scare him or make him lose his self control. He always tells himself that he can handle it.

On the other hand, S.M. is an average student. S.M. doesn't play basketball because he thinks he doesn't play that well. When S.M. has a problem he begins to feel bad about it and tells himself that it's not going to work out. He convinces himself that he will probably fail at solving it before it actually happens.

Discussion questions:

1. Ask students who handles the problem better - S.M. or S.C.?
2. Ask them to tell why.
3. What are some thoughts about stress or problems that S.M. and S.C. have?

4. How could S.M. become more like S.C.?
5. What are some of their thoughts about problems when they first happen?

Mini-Lecture:

Define for students what the word self-image means.

Self-image is what we feel and think about ourselves.

Self-image is shaped by the number of positive experiences a person has. It is very important that we feel good about ourselves because it will affect how we act, how we think and how we feel.

Self-Concept Exercises:

Have students participate in some of the following exercises:

- A. Have students name one or more things they can do very well.
- B. Have students list reasons why they like themselves.
- C. Have children write an advertisement selling themselves.
Allow students to role play their advertisements.
- D. Have children write a story on "The Greatest Person I Know-Me".
- E. Have students write, tell or draw a picture of the great contributions they will make to the world. Or have them write, tell or draw about their accomplishments or goals.
- F. Have students tell, write or act out one person they admire and tell why.

G. Have students complete any of the following sentences:

My greatest dreams for myself include . . .

Ten years from now I will . . .

One thing I will be remembered for is . . .

One day I will . . .

Words that describe me are . . .

One thing that makes me feel great about myself is . . .

I'll make it in spite of . . .

I am proud that . . .

H. Have students do the coat and arms exercise attached.

Goal Setting:

Another way to increase students' self-concept is to show them how to set realistic goals. Define goals for students: A goal is something that one wants. Explain to students that goals are set at one time and given a certain period to be obtained. There are certain steps that help one set realistic goals, for example:

Step #1: List your goal.

Goal: To read one book a month.

Step #2: List what must be done.

A. Obtain the book.

B. Set time aside for reading.

Step #3: List your time period for checking to see if this is done.

A. One Month.

Step #4: List anything that might go wrong.

A. I might not do my reading each day.

Step #5: List people who will help you obtain your goal.

A. Mom. Ask her to check on my reading each day.

Step #6: Close your eyes and breathe deeply as you imagine yourself accomplishing your goal. Picture and feel as though you have already accomplished it. Notice how good it feels to obtain your goal. Pause 7 sec. Now picture yourself where you are now in your life and see your goal ahead of you. Picture the first step you need to take in order to come closer to your goal. Pause 7 sec. See and feel yourself accomplishing this first step. Pause 5 sec. It feels good to take your first step towards your goal. Now imagine how good it feels as you take your first step towards your goal. And now look ahead at your goal. It has come closer to you because you have taken your first step. Now picture and feel yourself taking other steps toward your goal until you have accomplished the goal. Do this on your own now. Pause 30 sec. Finish up now. Pause 5 sec. You have done good work with this visualization and your goal will be easier to accomplish because you have already worked on it. Take a deep breath in, breathing in fresh new energy and breathing out the stale energy. Stretch your muscles and open your eyes when you're ready. Share discussion of experiences.

Have students complete goal setting Exercise #13-2 and discuss with them afterwards.

MY GOALS ARE



Draw a picture of your goal in the box above.

Step #1 List your goal or something that you want.
My goal is _____

Step #2 List things that you must do to get what you want.

- A. _____
B. _____
C. _____

Step #3 List how much time you have to get what you want.

Time: _____ days _____ weeks _____ months _____ years

Step #4 List things that might stop you from getting what you want

- A. _____
B. _____

Step #5 List what you can do to avoid things in Step #4.

- A. _____
B. _____

Step #6 State how you will feel when this done.

I will feel _____

Step #7 Who will help you with this?

Lesson #14

Positive Communication

Objective: To help students learn how to communicate positively.

Resources Needed: Exercise #14-1 on Positive Communication

Procedure: Review previous lesson.

Discussion: Start by asking students what communication is. When they have named any kinds of communication as they can think of for both sending and receiving messages, write these on the board. In your discussion, don't neglect non-verbal communication. Examples are:

talking	touching someone
telling a joke	facial expression
hugging	body language
smiling	telling a story
frowning	nodding the head
painting	rolling your eyes

Role Play:

Have some students role play some of these expressions.

Mini-Lecture:

Explain to students that it is very important to communicate our feelings to people. In some situations one may not be sure how to best communicate his/her feelings without hurting someone's feelings or getting very upset. Positive communication helps one express what he/she feels and the effects of the other person's action and what she/her would like to see done about it. For example:

Someone took your pencil without asking. You can get your pencil back and say nothing to them, while inside you feel upset with them, or you can express your feelings positively by communicating the following:

Positive Communication Statement: I feel upset when you take my pencil without asking. I want you to ask my

permission before taking my pencil.

To help students express their feelings more positively go over 3 steps for positive communication. The steps for Positive Communication are:

Step #1 Letting the person know how you feel.
Start the statement with "I feel _____"

Step #2 Letting the person know what he/she did.
"When you _____"

Step #3 Letting the person know what you want to happen.
"I want _____"

Special Note: Keep in mind that you are doing a good job when you communicate positively even if the person you communicate with does not respond in a positive way.

Exercise:

To help children practice their positive communication statement give out **Exercise Positive Communication #14-1**. Go over with students once they have finished.

Role Play:

Have students role play some of their situations.

You may have students think of their own situations or use some of the situations below:

- Someone takes your seat.
- Someone calls you a name.
- Someone continues to make loud noises.
- Someone breaks your radio.
- Someone ignores you.
- Someone tells a lie about you.

POSITIVE COMMUNICATION

When you are angry with someone, talk with him/her about it.

Make sure you tell him/her.

1. how you feel
2. what he/she did that made you angry and
3. what you want her/him to do the next time

For example: Someone stepped on your toe.

Step #1: Say how you feel.

I feel mad, angry, or hurt.

Step #2: What he did that made you feel this way.

When you stepped on my toe without saying excuse me.

Step #3: Tell him/her what he/she should do the next time.

I want you to please say excuse me.

Directions: Try this problem using these steps.

Problem #1: Someone calls you a name.

Problem #2: Someone took your pencil.

Step #1: I feel _____

Step #2: When you _____

Step #3: I want _____

Create your own problem

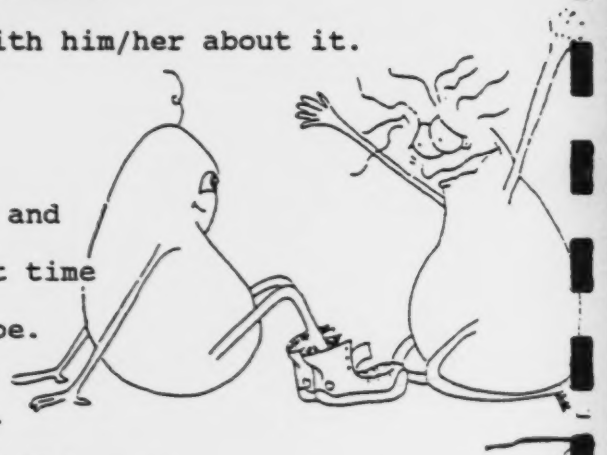
Problem _____

Step #1: _____

Step #2: _____

Step #3: _____

Draw a picture of the situation below.



Lesson #15

Problem Solving

Objective: To help students learn how to solve a problem.

Resource Needed: Exercise #15-1 on Problem Solving

Procedure:

Start by telling students that big and little people have problems at different times of their lives. Mention a couple of examples of problems (losing your door key or your lunch money or your library book). Have students name some problems they have had. List them on the board. Have students tell you how they handle some of these problems. Define problem and situations.

Problem - an unresolved question.

Solution - an answer to a problem.

Explain to students just as there are certain steps one takes in a math class to get an answer correct, there are certain steps one can take to solve a problem. Go over steps with students.

Problem Solving Steps:

1. Write down or state the problem.
2. List all possible solutions.
3. List what might go wrong with any of these solutions.
4. Pick the best solutions for you.

How to pick the best solutions for you:

Have students close eyes and take some slow, deep breaths. Then imagine, with closed eyes, going through each solution and notice which solution FEELS the best inside their calm bring tension into their bodies.

Go over this example with students.

Example Problem:

Derrick lost his library book and his parents refuse to pay for it.

Step #1: Write the problem down.

Problem: Derrick lost his library book.

Step 2: List all possible solutions.

1. Work for money
2. Borrow it from a relative or friend
3. Offer to work in the library
4. Look for the book

Step 3: List things that might go wrong.

1. Hard to find a job.
2. They might not loan him the money.
3. Can't accept his offer.
4. Can't find it.

Step 4: Pick out the best solutions.

1. Work for the money by doing extra chores around the house.

Optional Exercise

How to pick the best solutions for you?

Have students close eyes and take some slow, deep breaths, Then imagine, with closed eyes, going through each solution and notice which solution FEELS the best inside their calm centers and bodies. They should also notice which solutions bring tension into their bodies.

Follow-up Discussion:

Have students vote on the best solutions.

List on a poster the 4 steps for the problem solving. Remind students to use them daily.

Activities:

- Have students role play some of these problems before and after they have used the 4 steps.
- Have students write out the problem steps and use them to solve a problem or have students complete activity sheet attached.
- Have students write a story or visualize a story about solving a problems.

Some example problems for students:

Someone tells a lie on you.
Someone calls you a name.
Someone wants to fight you.
Your parents put you on punishment.
Someone stole your notebook.
Someone copies from you during a test.
Someone steps on your toe.
You get lost in a shopping mall.
You have to stay home alone.
Your mom is late picking you up.
You aren't invited to a party.
Someone makes fun of your clothes.

STEPS FOR SOLVING A PROBLEM

1

2

3

4

STEP 1

Write your problem down.

STEP 2

Brainstorm
problem.

or think of many ways to solve your

1. _____
2. _____
3. _____

4. _____
5. _____
6. _____

STEP 3

List all things that might go wrong with your solutions.

1. _____
2. _____
3. _____

4. _____
5. _____
6. _____

STEP 4

Pick out the best

solution for you.

Lesson #16

YOGA

Objective: To help students become familiar with various stress reduction methods.

Teacher Suggestion: Set up a carpeted area in the classroom with pictures of various yoga positions for students to use during the day.

Resources Needed: Be A Frog, A Bird, Or A Tree by Rachel Carr
Yoga and Children by Eve Diskin

Materials Needed: Rug, Mat, loose-fitting clothing.

Procedure:

Review previous lesson.

Yoga is a very popular exercise that many people use to reduce their stress. Rachel Carr's book has animal pictures of different yoga exercises that kids really enjoy doing. Yoga exercises help relax muscles and these exercises encourage children to take deep breaths. Have students complete Exercise #11-1 before doing yoga exercises.

Yoga exercises can be done in short or long time periods. To help break the classroom routine, it is good to do yoga exercises a couple of times during the week. Have students bring in small rugs or towels to lay on. If your area is carpeted you may not need this. Encourage children to exercise but not to over-strain or force their bodies. Before and after each exercise, have students take a deep breath.

When a body sits still for too long of a period, it becomes stiff and doesn't get enough oxygen into the brain and muscles. Simple stretching is a form of yoga when deep breathing is coordinated with it. An "X" stretch is easy to do while sitting in a desk - simply stretch both arms out above the head () and both legs out from the chair (). While doing this, breathe new energy into the body as stale energy leaves. Inform students how to do this, practice, and remember to allow the "X" stretch several times daily.

Begin by standing:

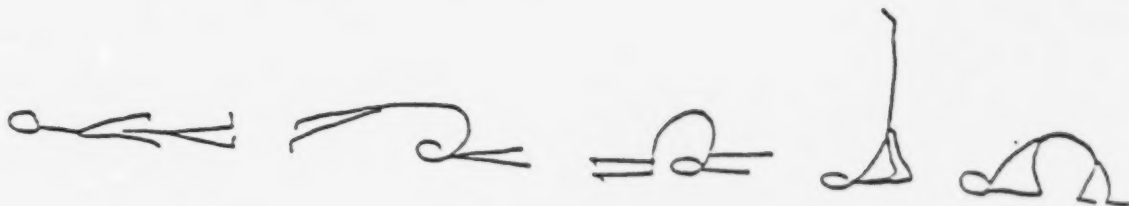


Next, assume a seated position on the floor.



Now lie on the floor.

Now lie on the floor.



Developed by Jennie Trotter, Wholistic Stress Control Institute, Inc., Atlanta, GA.

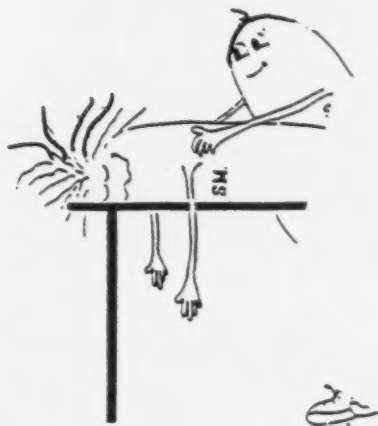
Lesson #17

Massage

Objective: To show students how a massage can reduce stress.

Resources Needed: Centerplay by Holly Young Huth
Any book with picture of massage demonstrations
Exercise #17-1 in K-2 section.

Materials Needed: Rug, mat, towels for students to lay on. Soft music (optional). Bring book on massage and show students pictures.



Procedure:

One of the most soothing methods of reducing stress is by massage. The human touch definitely has healing powers. Using our hands to rub on our bodies in gentle circular movements can reduce, tension, pain and stiffness.

1. Start by writing the word "massage" on the board and ask if students have ever heard of the word. If so, ask them to tell you what it means.
2. After students have done this, inform students that massage is a method used to help relax or soften one's body muscles. Inform students that they are going to practice using the massage method on themselves.

3. Ask them to start by using their hands to make small circles the size of an apple in the air. Tell them each time you say the word "smaller" for them to decrease the size of their apples until their circles get to be tiny dots the size of a quarter. When they have done that, have them start on their head and face area. Before starting have students take three deep breaths.

Head and Face - With small circular movements of fingers, put your hands on your face area (start at the side of your face near your ears). Move up your face while making small circular movements towards your forehead or eyebrows. When your hands meet, slowly move down your nose bridge and move out towards your cheek area. When you finish with your cheeks, have hands go down towards chin, then continue toward your neck and shoulder area.

When students are finished with the shoulder area, have them clinch each shoulder with their hands and squeezes gently while rotating their heads to the left in a circular movement (full circle) then to the right. Stop and ask students how it feels. Encourage them to try this method on their parents tonight.

Arms and Legs - Sit on mat with legs stretched out. Reach down and clasp your lower legs and gently squeeze. Slowly move your hands up towards your thigh, continuing to squeeze gently. When you get to the top of your legs begin to massage the lower part of your bodies, shoulders (one at a time) and your arms.

Fingers and Toes - Grab your toes and gently squeeze each toe with your hand, starting at the base of the toe slowly moving towards the toenail.

Hands and Feet - Make little dot circles all over the palm of your hand. Then go up and down each finger doing the same. Do both hands. Next, make small circles on top of each foot, then larger circles on the bottom of each foot. Also rub the toes. This feels good because the hands and feet are so busy working for us all the time and they need the break and caring.

Stomach - If the stomach becomes upset, massage it with slow, large circles.

Massage With A Partner

Back and Shoulders - Have a relative or a friend help you. Bend over like a limp person for this exercise. Try to relax yourself as much as possible. Take a couple of deep breaths. Use your imagination to pretend you are a rag doll or a clay person ready to be shaped. Have your partner place his/her fingers on your back. They should think of your back as a piano keyboard and use their fingers very lightly to play the piano up and down your back on all sides. When this is done stand erect and have your partner gently clasp your shoulder and neck area, squeezing gently. While this is being done rotate your head in a circular movement. When this is completed have them go down your arms and neck area. When you are finished trade places with your partner and give them the same gentle treatment.

Review questions:

- What is a massage?
- How do massages work?

Other Resources:

For more information on massages, check reference section.

Suggested Activities:

1. Have students draw a picture of different positions of a massage.
2. Have students give parents a massage.
3. Have students complete Exercise #17-1 in the K-2 section.
4. Have students color what their bodies look and feel like before and after a massage.

Lesson #18

Pressure Points

Objective: To help students understand how to reduce headaches.

Materials Needed: Exercise #18-1: Pressure Point

Procedure:

Define the word pressure for students. Pressure is when we press hard on something. Have students apply pressure to their desks. Next have them use their hands to give pressure to their arms or legs.

Mini-Lecture:

Pressure points are located throughout our bodies. These points help control the amount of blood flow to and from the head. Headaches are a direct result of not receiving enough blood in our heads. When one gets tense or nervous, our blood does not flow as easily to our heads. Many years ago, Chinese discovered by placing pressure for 20-30 seconds at these points in our bodies it will relieve common headaches. Headaches are a very common sign of stress and this method can be used to help relieve the pain.

Discussion Questions:

1. How many of you have headaches?
2. What causes headaches?
3. What do you do when you get a headache?
4. Name some ways from your stress lessons that will help headaches go away.

Directions:

Have students complete **Exercise #18-1**. First have students locate pressure points on picture, then color in pictures. Next have students locate these pressure points on their bodies and hold their fingers on them for 20-40 seconds. Go over each pressure point with student. They are listed below with their pronunciations and locations. Check to see if students have properly located each point.

- Pressure Point #1: BAIHUI (pronounced bahway)
Is located along the middle of the skull just in the back of the top of the head. Often referred to as the "soft spot".
- Pressure Point #2: TAIYANG (pronounced tie yang)
Find a point halfway between the outer corner of the eye and the outer end of the eyebrow. The finger should be on a ridge of bone. Move the finger about half an inch back towards the ear and there will be a small depression.
- Pressure Point #3: HEGU (pronounced ho koo)
Locate the pressure point by holding the thumb and index finger tightly together. The point is located where the web of flesh on the back of the hand bulges to its highest point.
- Pressure Point #4: QUICHI (pronounced koo chee)
Hold the elbow tightly closed. The pressure point is located halfway between the crease and the top of the elbow.
- Pressure Point #5: If you are nauseated or having lots of stressed feelings, you can rub the STOMACH/HEART point with small little circles on both arms and feel better. Measure three fingers from your wrist (with palm up) with your other hand. The measuring fingers should be going across your arm horizontally. The point is in the middle of the arm after the 3rd finger.

Review Questions:

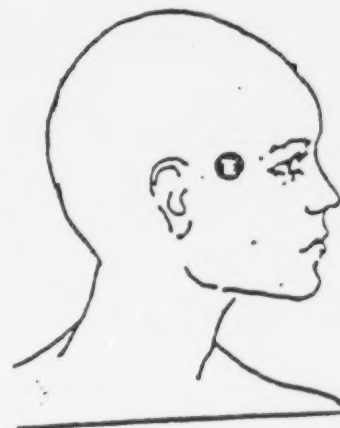
1. What are pressure point?
2. How do they work?

Homework:

Practice locating pressure points on your parents.

PRESSURE POINTS

NAME _____

¹
HEGU (ho Koo)²
TAIYANG (tie yang)³
HEGU (ho koo)⁴
QUICHI (koo chee)

Developed by Jennie Trotter, Wholistic Stress Control Institute, Inc., Atlanta, GA.

Lesson #19

Nutrition

Objective: To help students understand how proper nutrition can reduce stress.

Resources Needed: Pictures of Four Food Groups

Procedure:

Start by asking students what happens to you when you go without eating for a long time or when you eat things that are not good for you. Ask students if they ever felt weak from not eating or resting properly. Discuss this with them for awhile. Then explain that our bodies experience stress when we don't properly feed it or give it rest. Also explain that our bodies are like cars. They need fuel to operate properly. If we put Kool-aid into a car instead of gas, the car won't work well and might break down. Similarly, if we don't get the right kind of fuel, we have more difficulties like being grumpy and tired. Then we can break down and get sick.

Name the four food groups:

1. Vegetables and fruit - 4 servings needed
2. Bread, cereal and grain products - 4 servings needed
3. Milk, cheese and yogurt - 2 servings needed
4. Meat, poultry, fish, eggs, beans and peas - 2 servings needed

Rest: Mention that growing bodies need plenty of rest in order to grow strong. Children should get at least 8 hours of rest each night. Ask students what time they went to bed the night before.

Liquid: Stress that it is important to take in a proper amount of water each day. We should drink at least 6-8 glasses of water each day.

Activities:

- 1) Start a discussion with students about experiences you and they have had when the proper food was not eaten. Share how you felt, if it was easier to have negative thoughts and tension in the body and if emotions were more negative or positive. Encourage students to share details also.
- 2) Have students tell what they eat for breakfast, lunch and dinner.
- 3) Have students role play different food items, for example have students get in groups of four and decide which food item they are. One student might say I'm white and yellow -- most people eat me in the morning -- I am cooked in different ways. What am I? (Answer: egg)

Diet: Encourage children to eat the following:

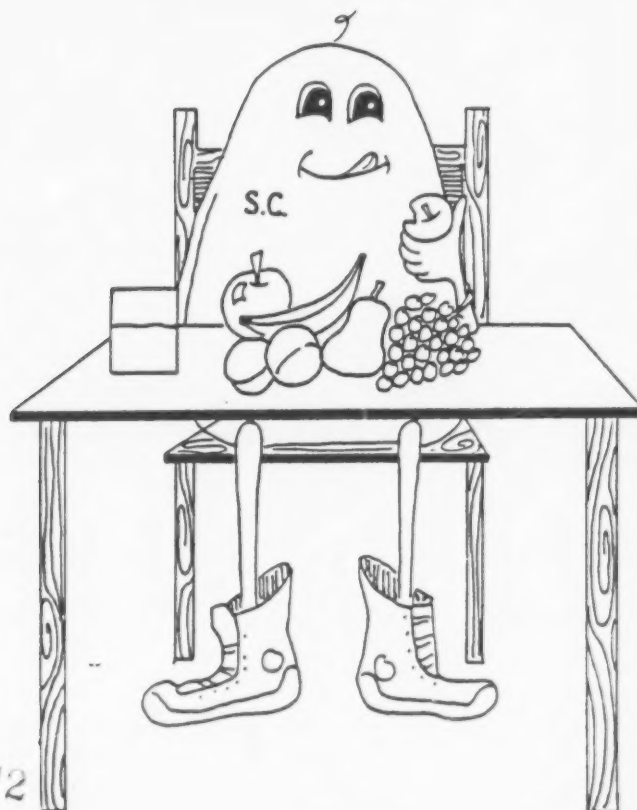
- * Brown sugar or honey
- * Whole wheat flour
- * Sea Salt
- * Brown bread

HOW'S YOUR DIET?

STRESS HAS A LOT TO DO WITH WHAT YOU EAT. IF YOU DON'T EAT THE RIGHT KINDS OF FOOD, YOUR BODY WILL GO THROUGH CERTAIN CHANGES THAT WILL CAUSE IT STRESS. HAVE YOU EVER EATEN TOO MUCH CAKE AND CANDY AND GOT A STOMACH ACHES, THAT IS A SIGN OF STRESS.

SOME NUTRITIONAL TIPS

- EAT LOTS OF FRESH FRUIT AND VEGETABLES.
- LIMIT FRIED FOODS AND JUNK FOOD.
- EAT SALADS.
- DRINK JUICES AND WATER REGULARLY.
- EAT YOUR FOOD SLOWLY.

BAD EATING HABITSGOOD EATING HABITS

Lesson #20

Biofeedback

Objective: To help students learn about biofeedback.

Resources Needed: Biodots from Biodots International, Inc.,
Post Office Box 29099
Indianapolis, Indiana 46229
Cost: \$10.00 for one hundred (100)
Phone: 317/637-5776

Procedure:

This is a fun activity that will help your students understand the concept of biofeedback.

Start by asking students if they would like to know when their bodies are relaxed or tensed. Tell them some people use big machines to help tell if their bodies are relaxed or tensed. These machines are called biofeedback machines. Define the word biofeedback. Biofeedback is a method used to tell if our bodies are relaxed or tensed. Since these machines are very expensive and big, people usually go to a hospital and clinics to use them.

Another way one can tell if his/her body is tensed or relaxed is through the use of biodots. Biodots are little dots that take our body temperature. Ask students if they have ever had their temperatures taken before and when. Ask them what a high temperature means. The temperature reading tells you if you are relaxed or tensed. Go over packaged information materials and give our biodots.

Biofeedback is the same as a mirror. When you look into a mirror you see what is going on with your face, clothes or body. A biofeedback instrument tells you what is going on inside your body. The biofeedback instrument doesn't do anything to you, it only mirrors back what's going on inside you.

Do a relaxation exercise with students to see if their biodots will change colors to tell if they are relaxed or tensed.

Have children practice deep breathing techniques and repeat relaxing phrases such as - I am calm, I am relaxed, I am peaceful.

Suggested Follow-Up Activity:

1. Have older students record their temperature.
2. Have students use the library and look for information on biofeedback.
3. Show students pictures of a biofeedback machine and have them draw a picture of it.
4. Have students write a story about their experiences wearing the biodot, telling about times they were tensed and relaxed. What were they doing? What did they do to change it back and forth?

Resource Information

CHILDREN AND STRESS BIBLIOGRAPHY

1. Arent, Ruth P. Stress and Your Child. A Parents Guide To Symptoms, Strategies and Benefits. Englewood Cliffs, New Jersey, Prentice-Hall, 1984.
2. Brenner, Avis. Helping Children Cope With Stress. Lexington Books. Massachusetts, 1984.
3. Canfield, Jack and Wells, Harold. 100 Ways To Enhance Self-Concept in the Classroom. Englewood Cliffs, New Jersey, Prentice-Hall, 1976.
4. Carr R. Creative Yoga Exercise For Children. New York. Harper & Row, 1973.
5. Elkind, David. The Hurried Child. Massachusetts, Addison-Wesley Publishing Company, 1981.
6. El-Shany, S. Twenty-Eight Ways To Vent Your Anger. A Book of Anger Exercise Crescent Publications, P.O. Box 2495, Bloomington, IN 47402.
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10. Hendricks, G. and Wells, R. The Centering Book, Awareness Activities For Children, Parents and Teachers, Englewood Cliff, N.J., Prentice-Hall, 1975.
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14. Lupin, M. Peace, Harmony, Awareness: A Relaxation Program For Children Austin, Texas: Learning Concepts, 1977.
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17. Youngs, Bette. Stress In Children: How to Recognize, Avoid and overcome it. New York: Arbor House, 1985.
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CHILDREN'S PREVENTION PROGRAMS

1. Babes
A Substance Abuse Prevention Program For Children
17330 Northland Park Court
Southfield, MI 48075
2. Beginning Alcohol and Addictions Basic Education Studies
2110 East 1st Street, suite 120
Santa Ana, CA 92705
3. Good Touch/Bad Touch
HODAC
P.O. Box 1004
Warner Robins, GA 31099
(912) 922-4144
4. Growing Up Strong (GUS)
The Center For Child and Family Development
University of Oklahoma
555 Constitution Avenue
Norman, OK 73037
(405) 325-1711
5. Feelings Factory
Perring & Tregett
P.O. Box 190
Rutherford, NJ 07070
6. I'M Wonderful Kid
Regional Alcohol & Drug Abuse Resources, Inc.
999 Asylum Avenue, Suite 508
Hartford, CT 06105
(203) 728-1340
7. I'M So Glad You Asked
A Primary Prevention Curriculum On Substance Abuse
Education For Pre-Schoolers
P. O. Box 329
Amherst, MA 01004
(413) 549-3873
8. Me-Me, Inc. (Artie Kearney, Ph.D.)
Drug Prevention Education Program
426 West College Avenue
Appleton, WI 54911
(414) 735-0114
9. Paper People
The Knopf Company, Inc.
1126 South Main Street
Plymouth, MI 48170
(313) 455-4343

10. Physical Abuse and Neglect Supplement: K-4
The Committee For Children
172 20th Avenue
Seattle, WA 98122
(206) 322-5050
11. Recipes For caring
Conscious Living Foundation
P.O. Box 9
Drain, OR 97435
12. Stress Education Curriculum: Teaching Students Coping
Skills For Stress Reduction K-12
Wholistic Stress Control Institute
P.O.Box 42481
Atlanta, GA. 30311
(404) 755-2976
13. Stress Management For Women and Their Children
Charleston County Substance Abuse Commission
Box 2635
Charleston, SC 29403
14. Wellness For Children
Life Works, Inc.
P.O. Box 2668
Columbia, MD 21045

ALBUMS AND TAPES RESOURCES

1. CONSCIOUS LIVING FOUNDATION
P.O. Box 9
Drain, OR 97433
2. ESPECIALLY FOR CHILDREN INSTITUTE OF HUMAN DEVELOPMENT
P.O. Box 1616
Ojai, CA 93023
3. EDUCATIONAL RECORD CENTER, INC.
Building 400/Suite 400
1575 Northside Drive, NW
Atlanta, Georgia 30318-4298
1-800-438-1637
H & P Palmer's Records and Cassettes
4. DR. DON DINKMEYER, SR.,
C.M.T.I. Press, Inc.
Box 8268
Coral Springs, FL 33075
5. DR. MARY HARRIS, ...QUIET TIME RELAXATION TAPES
541 Collier Ridge Drive, NW
Atlanta, GA. 30318
6. QR PUBLICATION...KIDDIE QR TAPES AND QR FOR ADOLESCENTS
119 Forest Drive
Wibersfield, CT 06109
7. SOUNDWORKS, INC.
911 North Fillmore Street
Arlington, V A 22201
1-800-422-0111
8. SLUMBERLAND BY STEVE BERGMAN
P.O. Box 4577
Carmel, CA 93921
9. SUPERLEARNING, INC.... MUSIC FOR LEARNING
450 Seventh Avenue
New York, NY 10123
10. WHOLISTIC STRESS CONTROL INSTITUTE, INC.
P.O. Box 42481
Atlanta, GA. 30311
11. LEARNING TREE PUBLISHING... THE CENTERING TAPES
7108 South Alton Way; P.O. Box 4116
Englewood, Colorado 80155



WHOLISTIC STRESS CONTROL INSTITUTE, INC.

ORDER FORM

Title No.

WORKBOOKS, TAPES AND VIDEOS MATERIALS

1) Stress Control Teaching Curriculum

This curriculum includes 20 lessons with worksheets and handouts to instruct a course on stress reduction with students. The curriculum also includes a bibliography and resource list. There are two (2) curricula: Grades K-5 and Grades 6-12.

Cost \$ 20 each.

2) Stress Control Workbook

This workbook contains information about stress and coping skills for stress reduction. Workbook is complete with practice exercise and worksheets for youth to follow. Grade levels 3-5 and 6-12.

Cost \$ 10 each

3) Stress Control Curriculum and Workbook

Special Population: Troubled Youth

This curriculum has been especially developed for troubled youth. The material is written on a fourth grade level and has been tested in a juvenile detention center with youth (8-18). The curriculum includes 18 lessons on stress education and lesson handouts. The youth workbook may be purchased separately for individual work with troubled youth.

Cost Curriculum \$ 25 each
Youth Workbook \$ 10 each

4) How to Get Anger Out

This book talks about anger and ways to let it out without being destructive or harmful to others.

Cost \$ 3

TITLE NO.

VIDEO MATERIALS

7) TEACHING STRESS CONTROL TECHNIQUES IN THE CLASSROOM

PART I This video shows classroom demonstration of teaching
VOL I breathing, relaxation, yoga, ty-chi, massage,
 pressure points, anger release and biofeedback to
 elementary students. Grade Level: K-5.

Time - 1 Hour

Cost: \$ 39.95

- 8) PART II This video shows classroom demonstrations of
VOL II teaching the following stress management skills:
 affirmation, conflict resolution, positive
 communication, anger management to middle and high
 school. Grade Level: 6-12.

Time - 1 Hour

Cost: \$ 39.95

9) SO YOU WANT TO KNOW ABOUT STRESS (A CARTOON AND STRESS RAP)

This video uses cartoon characters S.M. - "Stress Mess" and
S.C. "Stress Control" to teach students about how to cope
with stress. Dialogue is in a "rap song". Good for all
ages.

Time - 10 Minutes

Cost: \$ 25.00

10) WHO'S IN CHARGE

A story about how a troubled male youth handles stressful
problems with his girlfriend, family and school after return-
ing from a youth detention center to his home community.

Time - 17 Minutes

Cost: \$ 29.95

11) FEELINGS AND STRESS

This video introduces the alphabets of feelings A-Z that can
cause changes or stress in the body. Suggested for primary
ages (3-5).

Time - 15 Minutes

Cost: \$ 25.00

How To Get Anger Out T-Shirt

T-shirt has cartoon characters to demonstrate twelve (12) ways to get anger out. T-shirt comes in various colors such as: red, yellow and blue. The sizes are small, medium, large, and extra large.

Cost \$ 8

5) Relaxation Tapes

Children Tape

Side 1: Relaxation tapes for children and adults on deep breathing, progressive muscle relaxation and visual imagery including a trip to the beach and woods.

Side 2: The "Stress Rap" song which summaries a variety of ways to handle stress in a popular rap song.

Adult Tape

Side 1: Relaxation exercises for adult.

Side 2: Has includes a seminar on Stress and Children.

Cost \$ 8 each

6) Educational Training Videos

a. Project Stress Control - A 13 minutes video that give an overview of an exemplary awarded prevention model program used in an educational setting for grades K-7 to reduce stress, violence and suspension rates for students.

b. Teacher Training - An 8 minutes video that introduces the teacher training components of Project Stress Control. The teacher training consist of staff development course which teaches stress management skills, conflict resolution, anger management, learning and teaching styles for students and teachers.

Both videos are on 1 tape and sells for \$ 20.00

